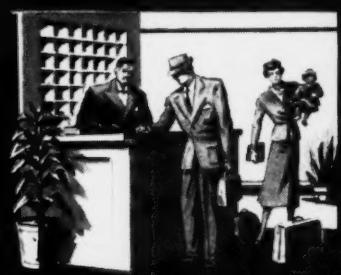


CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION



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The Story of CTA

People Move West

The typical modern California family on our cover (an H. Armstrong Roberts photograph) typifies the buoyant hopes of newcomers to this state. The inset by Margaret Atkinson represents the famous family group at Donner Memorial State Park, memorializing the westward movement of 108 years ago. See implications of population trends on pages 4-5-7.

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91,000 copies of this edition have been printed.

For the first time in its half-century of service to the teachers of California, CTA Journal devotes its contents exclusively to the story of the Association. This edition may be considered a handbook or manual on the organization, function, program, and achievements of the California Teachers Association.

We do not apologize for the absence of classroom technics and other features normally published in the Journal. We believe that these staff-written pages will provide answers to many questions about professional organization, answers which will provide use-

ful reference over the years. With space at a premium, it was necessary to eliminate all except the highlights in order to tell the story of CTA action and growth.

A primary purpose of this edition is to remind CTA members of the organizational opportunities they share and to orient non-members toward profitable participation. To that end, extra copies will be made available through Section offices and readers will be asked to pass this Journal on to teachers who have not yet signed up as CTA members.

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Land of Promise . . . Mecca of

E

STRIDE Sierran peaks, I invite the sun to kiss
my face and the Pacific winds to comb my hair.

I am an infant in the age of man, yet in my span five
generations came, lived, procreated, achieved, and died.

My vision pierces the dust of time and dwells in rapture
on unrivalled natural beauty within the boundless horizons.

Five flags have flown under my survey in the five climates
of this broad and varied land.

I hear the creak of wagon wheels fade before
the shriek of jets.

I am the memory of a gracious past, the voice of a vigorous
present, the aspiration of a fruitful tomorrow.

I am the conscience of a searching people,
the hope of millions yet unborn.

I am the soul of a vast land of promise called CALIFORNIA.



Millions . . .

BLINDING alkali dust red-rims the eyes of men and women facing west. They plod beside mule-drawn wagons on which appears the crude lettering: "California or Bust."

Cinders swirling through open windows blind the rough-featured people huddled in chair-cars as the train hurtles westward across prairie and mountains. Over the clanging of steel they talk of prodigious yields from fertile soil under an eternal sun in the land at their journey's end.

Chugging fitfully, an ancient automobile, piled high with bedsprings, buckets, and dirty-faced children, moves on a ribbon of concrete toward the setting sun. The weather-darkened face of the driver bends close to the fogged and cracked windshield.

For fivescore years and more people have moved westward. Many come blindly through the dust, the cinders, the glare—and the illusions. From the beginning of the vast migration, they accepted glowing tales of gold in the streets, of vast unfenced lands for the taking, of natural wonders beyond describing, of fountains of youth, and of freedoms unrestrained. The myth brought some men who molded their dreams into reality. Others found disillusionment. But all who came to California with strength, imagination, and character confirmed their dreams: this was truly a Land of Promise.

When James Marshall found the yellow specks in the mill-race at Coloma, about as many people lived west of the Sierra Nevada as now populate the city of Gardena or Eureka. By 1850 the number had swelled to 92,000 and ten years later it had quadrupled to 380,000.

After steel rails linked the Land of Promise to the rest of the United States, immigration to California continued like the long rolling sweep of ocean breakers, aided by railroad and townsite promoters. Climate became a commodity of great intrinsic value and "booster" organizations found effective ways to publicize it.

By the turn of the century California had passed the million mark in population and was well on the road to six million when the deep depression passed its clammy hand over the land. It remained, however, the Land of Promise for thousands grown desperate. For the first time the All-Year Club and the State Chamber of Commerce closed their invitation lists and book of hospitality.

The Second World War brought millions to see the Golden Shores. After hostilities, war veterans returned to California to build homes and raise families. The 1950 census showed 10,586,000 population, with about 60 per cent centered in urban areas. It is now estimated that five million live in the two counties of the Los Angeles area and three million make their homes in the nine counties of the San Francisco Bay area. The 1940-1950 gain was an unprecedented 53 per cent or 3,680,000, three times the increase of New York state. At the same time, the nation's increase was less than 15 per cent.

On July 1, 1955, the State Department of Finance estimated California's population at 13,035,000. Immigration, the calculators said, continues at the rate of 200,000 a year, added to a natural biological increase of 192,000 a year.

California is growing at the rate of 1,074 people a day! That's enough to populate a small town . . . or to fill 36 average-sized classrooms every day of the year!

Average daily attendance in the schools of California has increased one million in the last ten years. The wave of new students seems to tower over the land. During the year ahead total a.d.a. is expected to pass the 2½ million mark—equal to the entire population of the state only 45 years ago!

Coupled with California's change in rank among the states from 21st place in 1900 to second place in 1950, came great changes in employment, income, sales, construction, transportation, and production. Wider employment, higher incomes, and pyramiding retail sales contribute to an improved standard of living, encourage the support of public schools, and broadens the horizons of culture.

Men brought their dreams to California—but they were not content to sit idly in the sun. Needing irrigation and power, they created the world's greatest dams. Needing adventure and movement, they built great bridges, forced railroads over high mountains, and designed and constructed highways, automobiles, and airplanes. Challenged, they accomplished the impossible.

This Land of Promise has never known stalemate. The physical problems of topography, aridity, housing, and jobs have given strength to an ingenious and hardy people. The psychological problems of integrating a million foreign-born with native sons and daughters and with migrants from 47 states are dissipated in a common feeling of romantic adventure, a willingness to take a chance, a tradition of hospitality, a rejection of the stuffed-shirt, and a love of the out-of-doors.

California has been changing constantly for more than 100 years and it continues to change under our eyes. The problems of the next generation and the next will be increasingly complex. As we approach the 20 million mark ten years hence we must INCREASE our supply of public school teachers 17,000 a year if our children are to receive the education society owes them. With more mouths to feed, our agriculture must flourish—and that will require the expenditure of billions for the distribution and conservation of water. With our economy increasingly dependent on industry, we must find new ways to apply the formula of natural resources plus energy multiplied by tools.

Barring the cataclysm of atomic war, we need have no misgivings about tomorrow. Having found here a paradise for his home, the Californian, daring, ingenious, and inspired by his environment, will learn to conserve beauty and mould his resources for the common good. For destiny has set its seal on this favored land, this Land of Promise. —JWM

The article above, written by the Journal editor, is the first of a series of cover features illustrating the theme of "Land of Promise." In successive issues, the story will be told of California's progress and development in transportation, agriculture, construction, recreation, basic resources, aviation, culture, and education. Phenomenal growth in population provides a theme for the economic and cultural maturity of the state, as well as a measure of the growing responsibility resting on the schools.



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Growth Is Our Most Important Problem

HENRY W. MAGNUSON, chief of the Bureau of Educational Research of the State Department of Education, spoke on the effect of population trends on the public schools at a spring meeting of the Business and Economics Section of the Commonwealth Club in San Francisco. Below are some extracts from the speech which provide specific support for the theme of the Journal's cover and lead feature on pages 4 and 5.

WHAT does the story of population change mean to the public schools of California? The increase and shift in population in the State has given rise to some very definite pressing problems.

1. This year there are over 200,000 boys and girls on half-day sessions in our public schools.

2. At the opening of school last fall we were short over 10,000 classrooms to house properly not only the new enrollment, but those youngsters already in attendance.

3. It is estimated that we will need approximately 53,000 additional classrooms by 1960. This will mean about 340 twenty-room elementary schools each year for five years until 1960, and approximately 70 high schools of 50 classrooms each year for the same period.

4. Of all the teachers employed as of October 1954, one in eleven was a teacher with less than standard preparation. The problem is more immediate in the elementary school where three fourths of these teachers are currently employed. The problem is particularly acute in the rural and mountainous areas of the State.

5. California will need almost 17,000 additional teachers each year for the next eleven years.

6. In the five-year period, 1949-1954, the assessed valuation of the State increased from \$12 billion to \$17 billion, while the assessed valuation per child dropped from \$10,749 to \$10,606. If this assessed valuation is adjusted for the decline in the purchasing power of the dollar, the adjusted assessed valuation per child dropped from \$6,157 to \$5,525. This presents a rather startling picture of the effect of school population growth on the determining factor of local financial support.

7. The impact of population growth has begun to be felt at the college level. There is real pressure right now on the limited physical facilities of our colleges. This pressure will increase as the population waves reach the higher education level.

As far as public school population is concerned, nationally we can expect about a 23 per cent increase in the next ten years on the elementary level, approximately a 55 per cent increase in the high schools, and about a 40 per cent increase in college enrollment.

In California, the total population is increasing at the rate of over one person per minute. Each month of the year the State adds the equivalent of a city the size of Palo Alto.

Cities Grow Rapidly

About two thirds of the increase in the decade following 1940 occurred in urban areas. The eight counties south of the Tehachapi have 29 per cent of the State's land area and 55 per cent of its 1954 population. Approximately a fifth of the population increase during the decade 1940 to 1950 occurred in the San Francisco-Oakland metropolitan area. The six counties of this area which have only two per cent of the State's land area housed 20 per cent of its 1950 population.

To summarize—Of every 100 persons added to California's population between April 1, 1950 and July 1, 1955: 47 are in the Los Angeles metropolitan area; 20 are in the San Francisco Bay area; 11 are in the San Diego metropolitan area; six are in the Southeastern part of the State; five are in the Sacramento Valley; five are in the San Joaquin Valley; six live elsewhere along the Coast or in the mountain areas. In general, California has eight metropol-

itan areas which cover 15 counties. These highly urbanized areas account for practically nine of every ten new residents gained between 1950 and 1955.

Now let's take a look at the school population in California. It is roughly estimated that each 100,000 increase in total population adds about 37,000 to the elementary and high school enrollment. School enrollment in California public schools is expected to reach approximately three million pupils by 1960 and nearly four million by 1965. In the U. S. Office of Education report just received, it is indicated that in 1955 California exceeded New York in the total of its public school enrollment, even though New York's total population was almost a third greater than California's.

I think perhaps the best way in summarizing the school population trend in California is the following statement: "It took California ninety years (1849-1940) to enroll one million pupils in its public schools, and thirteen years (1940-1953) to enroll its second million pupils; it is estimated that within seven years (1953-1960), California will enroll its three millionth pupil; and with the subsequent five years (1960-1965) California will enroll its fourth millionth pupil."

Another important factor in the increase in population is the migration and mobility of peoples. Migration has an immediate effect on the schools. About one fourth of all the interstate migrants are between the ages of one and thirteen years of age. If only half of them are school age, it would mean that California last year needed the equivalent of over 1,000 classrooms just to take care of the new pupils gained through migration.

Migration, of course, also has a very definite effect on the number of births. Almost half of the new arrivals are between 18 and 34 years of age. These are the productive years, economically, and the reproductive years biologically. During the decade 1940-1950, California's population in the 15 to 44 year age group increased 42.8 per cent. During these years, in contrast, the 15 to 44

(Continued to page 51)



Our Executive Secretary Urges Action In Our Fight for Better Schools

A Professional Investment

The State Council of Education, in its April meeting, authorized a legislative program which will seek a substantial increase in state apportionment for the public schools. This program calling for an increase in the state school fund of approximately \$20 per pupil will be placed before the legislature in its 1957 session which opens in January. This proposal, if enacted, would provide support for pupil transportation, growth, and the excess costs of educating the handicapped, in addition to the \$180 Constitutional guarantee. The changes in the apportionment law which would be made possible with this new finance have not been drawn but the CTA Committee on Financing Public Education has taken action which places emphasis on the strengthening of the foundation program at all levels. This could make feasible a substantial increase in the mandatory minimum teacher's salary.

This program is a real challenge. In magnitude it compares favorably with proposals upon which major state campaigns have been developed. No matter what may be the details of the distributive legislation yet to be agreed upon, the success of this program is an immediate interest to every teacher in the state. General increases in the financial support of the school system have always been reflected almost immediately in increased teachers' salaries.

The Board of Directors, after consultation with Section leaders, has decided to ask every teacher in the state for a voluntary contribution of one dollar to finance a much more active program of study and public interpretation than could be carried on through the regular CTA budget.

The Committee on Financing Public Education will direct this program which will include the following imperative activities:

1. A comprehensive state-wide public opinion poll on basic issues of school finance, including teachers' salaries.
2. The employment of a recognized fiscal expert to advise the Association on all matters connected with the state budget and the ability of the state to finance its schools.
3. The employment of needed consultants to work with the Committee in carrying on the necessary studies leading to a definite bill to be presented to the State Council for approval in December.
4. The development of a series of grass roots meetings in all areas of the state to discuss school needs and to collect information on the kind of bill which would meet those needs. Following the December Council meeting, another series of meetings will be conducted in which the actual bill to be presented to the legislature can be discussed and promoted.
5. The publication of an attractive handbook on school finance which can be distributed in sufficient quantity to be available to all interested community leaders, both lay and professional. This material will also be suitable as a basis for local discussion with legislators.
6. The continued use of all available channels of communication to interpret to the public the financial needs of the schools and the desirability of more adequate and professional salaries for teachers.

The details of the collection of this fund will be developed by each Section. This is a professional investment which no teacher can afford to ignore.

A handwritten signature in black ink, appearing to read "G. F. C." or a similar variation.

WE SUPPORT SCHOOL BONDS

Proposition 2 on the November general election ballot will provide \$100 million additional in needed funds for school construction. It must be approved!

CALIFORNIA today is writing a new chapter in the history of its sustained and determined effort to provide enough public school classrooms to guarantee a desk for every child in the state.

For the fourth time, at a November election, the people of the state will vote on a bond proposal to provide money for grants and loans to school districts which have borrowed all that the law allows and still are unable to pay for needed schools.

The story of this enlightened determination on the part of California's electorate is a thrilling record of popular accomplishment.

No state in the Union has ever been confronted with such a growth in population and such an increase in the school enrollment as have characterized the last ten years in California and which will continue for at least ten years to come.

To provide school facilities, local districts and the state as a whole have authorized school building expenditures in excess of a billion and a half dollars since 1947.

On a statewide basis, the Legislature launched the program in 1947-48 by appropriating \$55 million for outright grants to build classrooms in districts unable to finance their own.

In 1949 the people approved a state bond issue of \$250 million for loans and grants to districts for classroom construction. In 1952 the people approved a second issue of \$185 million, and in 1954 a third aggregating \$100 million.

Thus, state money to a total of \$590 million has helped pay the cost of putting up classrooms to meet the record-breaking demand.

This evidence of California's concern for its great system of public schools should be a matter of pride to all who are engaged in the business of teaching youngsters, of administering school districts and of serving on school boards. This is particularly true because of the sponsorship of the statewide bond issues by business, agriculture, industry, labor and educational organizations.

It has been the privilege of the CTA and its staff to execute the campaigns for these issues which have each time resulted in a larger percentage of Yes votes dropped into the ballot box.

The campaign for an issue of \$100 million for loans and grants has already been organized and will proceed according to planned activities between now and election day on November 6.

Appeal to the public will be made mainly upon the basis of need as demonstrated by a few somewhat startling facts. To wit:

There are more than 200,000 pupils in half-time sessions now;

There will be a million and a half more children in California's schools in 1965 than there are today;

To provide classrooms for this increased enrollment, California will have to build 45,000 classrooms by 1965. That's a twelve-room schoolhouse every single day, including Sundays and holidays, for the next ten years.

By the time money from Proposition 2—the \$100 million bond issue on the November 6 ballot—would be available, all money from funds previously voted will be exhausted.

To get these facts before the public, 3,000,000 copies of a campaign folder have been prepared and are being printed; 30,000 manuals of campaign instructions are on the press, and plans for use of other media are being considered.

Six large statewide organizations have formed a steering committee to determine policies and procedures. These organizations are: California Congress of Parents and Teachers, State Chamber of Commerce, School Boards Association, California Real Estate Association, California Teachers Association and California Farm Bureau Federation.

County Superintendents of Schools throughout the state are being asked to act as chairmen of county campaign committees or to get someone else to do so, and to see to it that local committees are formed in all cities and school districts. Other administrators and local teacher associations are also being drawn upon for action.

Speakers' bureaus to serve two great metropolitan areas in the state have been set up in CTA offices in Los Angeles and San Francisco.

By action of the State Council of Education, the CTA is also supporting Prop. 3 on the November ballot, the \$200 million statewide bond issue to provide money for the construction of state colleges, university buildings and other state structures. Of the \$200 million proposed, \$60 million is specifically earmarked for construction of state college facilities, and legislative appropriations, dependent upon approval of the bond issue, would make many more millions available for this purpose. A more detailed explanation of Prop. 3 will be published in the October issue of the *Journal*.

HISTORY...

CTA articles of incorporation, filed almost 50 years ago, stated the purposes of the Association: "To further the educational interests of the State of California, to give increasing efficiency to its school system, to secure and maintain for the office of teaching its true rank among the professions of the state, to furnish a practicable basis for united action among those devoted to the cause of education in the state."

How well the Association has succeeded in attaining its objectives may be gauged by these milestones:

CTA Is Almost A Century Old

Tremendous Growth in Membership and Effectiveness Marks Professional Life of Nation's Largest State Association

TEACHER salaries were less than \$500 a year when John Swett proposed the organization of the California Educational Society, CTA's ancestor, 93 years ago.

Local school boards examined each applicant for his teaching knowledge and his morals in those days. Children were not yet permitted to attend public school free of charge. And the local elementary tax maximum was soon to be set at 30 cents per \$100 valuation, a ceiling which continued for 50 years.

Swett, California's fourth Superintendent of Public Instruction, organized the California Educational Society on May 4, 1863—with an enrollment of less than 100 male teachers.

Had Two Purposes

The infant Society had two lofty purposes: to publish an educational journal, *The California Teacher*, and to secure adequate funds for good public schools. The journal did not prosper, though subsidized by the State Department of Education, and it died in its eighth year. About the same time the Society went out of existence in 1876, California created the State School Fund and started transferring to it \$7 per elementary census child.

In 1888 the National Education Association held its annual meeting in

San Francisco. The same year the State Teachers Association (an organization which had been started at San Jose in 1875 and composed largely of Bay Area teachers) met at Sacramento. A year later the Teachers Association of Southern California was organized at the State Normal School in Los Angeles. Three years later, in 1892, the San Joaquin Valley Teachers Association was born in Fresno, later being renamed the Central California Teachers Association. And in the Sacramento Valley area, the Northern California Teachers Association came into being in 1897.

Birth of Sections

Growth of the four regional groups was slow. Only ten local associations had been formed up to 1900. Activity centered around the required county institutes, usually held during Christmas vacations.

Foreshadowing tremendous organizational gains to come later, the State Teachers Association and the Southern California Teachers Association held a joint convention at Riverside in 1891. It formed a State Advisory Council, composed of 15 members, "to consider reform in educational legislation and practice."

Faced with increasing difficulties in

coordinating proposals to the state legislature for better school support, the regional associations early in the new century began study of a unified state-wide educational organization. A committee, including the venerable John Swett, meeting at Fresno on the last days of 1906, recommended a union of all existing regional associations in a single state body to be known as the California Teachers Association.

Unification Completed

On January 16, 1907, CTA was duly incorporated. The regional groups became Sections of CTA. With the meeting of the reorganized State Council of Education in 1910 the California Teachers Association began its present organization, composed of an all-inclusive membership from every type of certificated personnel throughout the state.

In 1918, the four coastal counties of the Central Section were organized into a separate Central Coast Section; and in 1921 the North Coast Section was formed out of the four northwest counties of the Northern Section. No major changes have been made in the boundaries of the six Sections since that time.

A privately published magazine, the *Sierra Educational News and Book*

Review, which was founded in 1904, was purchased by CTA in January 1909. At the same time the Association employed Leroy E. Armstrong as its executive secretary. He devoted most of his time to editing the publication. Not until 1911 did the Association establish a state headquarters office in San Francisco. Using rental suites at various locations in the city, CTA did not own real estate until 1950 when it purchased the seven-floor office building at 693 Sutter Street. The same year the monthly magazine was renamed *CTA Journal*; it is now completing its 52nd year of continuous publication.

Development of professional stature, improvement of public school financing, and expansion of teacher welfare programs date from the organization of the unified state association.

Democratic Processes

Basic legislative and policy-making body of CTA is the State Council of Education, composed of elected representatives from each Section in the ratio of one to each 300 members plus ex-officio members under the by-laws. Through its committees and commissions, followed by action of the general assembly twice a year, the State Council exercises an important influence on all phases of public education in California.

Most of the school bills passed by the State Legislature since 1910 were sponsored or endorsed by the State Council. Conversely, it has successfully opposed legislation which would have done harm to public education.

To enumerate legislative achievement for which CTA was chiefly responsible in the last 40 years would require more space than that available here, but some major highlights are listed on pages 16, 17, and 18. Through the united action of its members, CTA has protected the welfare of teachers through finance legislation improving teachers' salaries, creation and protection of one of the strongest tenure laws in the nation, establishment of leave policies and retirement benefits.

Many Goals Stated

Good working conditions are not the only goals of the California Teachers Association in its drive toward a pre-eminent stabilized profession. Its program includes services and activities aimed at developing and maintaining high ethical, professional, and educational standards.

Multitude of problems are solved daily by our crew of hard-working representatives

FIELD MEN to the rescue!

CTA field men possess a conglomerate of talents, made out of experience, which enable them to go forth as circuit-riding orators, promoters of ethics, father confessors, tenure tenders, retirement experts, campaign counselors, field conference collaborators and has-sel handlers.

These versatile gentlemen cover the state in a year-around enslavement to a schedule that looks like a railroad timetable. They burn the candles at both ends, and then light them in the middle. They burn the midnight oil, and when the oil is gone they work in the dark. Indeed, some of them have been known to confess that sometimes solutions are so difficult to discern that they find themselves working in the dark when the lights are in full glow.

Three of these migrant field men have offices in Los Angeles. Their territory extends from Santa Maria to Cal-exico and from Inyo County to Chula Vista. They serve nearly half the teachers in the state, about 50 percent of the schools, and function in the largest school district west of New York.

Serves Central Valley

Another, using Fresno as a takeoff, rockets on his missions of service over the San Joaquin Valley with frequent dashes across the Coast Range to distribute his benisons throughout the Central Coast Section from Salinas to Pismo Beach.

Another, springboarding from Chico, leaps forth on his journeys in the Northern Section with a territory of duty extending from the Siskiyous on the north to Sacramento on the south, and reach-

ing over the Coast Range to include such widely separated points as Crescent City and Ukiah.

One man, functioning mainly in the populous Bay Section, leads his life of steady travel from the Mother Lode to the Golden Gate, and from Santa Rosa to San Jose.

Presiding over the whole network is the Director of Field Service, with headquarters in San Francisco.

That's where they work, which is not as important, of course, as how they work and at what.

To spell out a complete record of the performances of the field staff would take several issues of the *CTA Journal*. A few case records should indicate some of the things they try to do, succeed in doing, and fail to accomplish. They have their triumphs. They have their troubles. They have their trip-ups. Picked up at random from their files:

They Find Solutions

PROBLEM — Nellie, a teacher, received notice May 17 that she would not be rehired. This meant she would not get tenure. Field man referred case to legal counsel. Counsel opined notice was too late and she therefore had acquired tenure. District accepted CTA legal opinion. Nellie renewed her house lease for another year. Problem settled.

PROBLEM — Well-run Sierra Madre Elementary District needed favorable vote for override tax rate renewal in order to maintain good program. Proposal met with aggressive, organized opposition. Opposition won 870 to 700. District cut out cafeteria, curtailed bus

service, let music teacher go. Building needed repairs. Roof leaked. Citizens, board jointly planned new election. Needed advice. Called CTA field man.

Field man counseled thorough campaign procedure. When votes were counted, 870 still voted "No," but "Yes" votes increased to 920. Roof patched, new bus bought, music teacher re-employed.

PROBLEM — Rural district was reaching 850 a.d.a. All eligible were given tenure but Joe. Joe was popular. Town was angry. School board called CTA section ethics commission to investigate.

Commission recommended that Joe be reemployed. Board, influenced by administrator, refused.

Ethics commission asked field service and placement to find job for Joe. No luck for year. Joe subsisted during year on substitute jobs provided by nearby administrators. Joe meantime got his administrative credential. Placement and field won him appointment as superintendent of district with nine-teacher school.

PROBLEM — Bess completed requirements for elementary credential at L.B. State Jan. 30. Got job in L.A. Feb. 1. When she had taught five weeks she received credential dated Mar. 5. Could not get pay for service prior to that date, including that for spring vacation.

Field man nosed into case. L.A. authorities said if she could get new credential dated Feb. 1 they could pay her. To do this, State Department of Education required substantiating evidence. After hesitation, L.B. State authorities agreed to make application for new credential with substantiating evidence. This was done. New credential dated Feb. 1 received. Bess got her pay, including that for vacation.

PROBLEM — Miss Duke taught satisfactorily in L.A. for many years. Then she got married, becoming Mrs. King. Moved to Anabac and began teaching school. Work evaluation was satisfactory. In summer many parents in Anabac District wanted their children to go to neighboring Oak Grove school. Board refused their request. Parents then attacked the teaching of Mrs. King. Said they would not send their children to a class in which she taught. Administration and board both surprised. She asked help from Field Service.

Field man bored into all aspects of case. Meeting with parents, he discovered real basis of complaints. Then

he attended board meeting, where nature of parents' complaints was exposed. All charges against Mrs. King were dropped; board agreed to consider parents' requests for transfers on basis of facts and merit. Request for transfers approved by board but rejected by Oak Grove. Ironic, eh? Case closed.

PROBLEM — Far northern district, with inability to increase teachers' salaries without increased revenue through

from PTA, American Association of University Women and had induced the local newspaper to editorialize in favor of the tax proposal. It was the first time the paper had expressed favorable attitude on a tax issue in recent years. Radio station was scheduling many spots and talks every day.

In rapid fire action, field man suggested that every teacher send a postal card to every parent of children in his

*These examples are only a few samples
of the case histories which jam
files of CTA Field Service Department*

approval by electorate of override tax, was reluctant to call election. Teacher association was advised by several members of CTA staff. At urgent request of teacher association, board called election. Vigorous opposition was anticipated.

Field and Research men consulted several times with teacher association leaders, both in CTA San Francisco headquarters and in northern community. Teachers organized an aggressive, comprehensive campaign, donated \$3,000 to pay for it. Last few days of campaign, opposition blasted proposal in paid ads. Proposal defeated. Problem still very much alive, with lots of work to be done. This was one of the trip-ups.

At Santa Cruz a similar situation developed which ended in triumph.

PROBLEM: Defeats of proposals for increased school revenues and bonds traditional in area for extended period. Santa Cruz teachers' salary committee received board approval of salary increase contingent upon passage of overriding tax by people. Administration and board leadership was awaited in vain.

On April 4, four field staff members met with committees in Santa Cruz to discuss plans for a campaign by teachers themselves. Later Board appointed one of its members to head a campaign committee and representatives of other local groups joined up. CTA staffer met with this citizens' committee and outlined a campaign. Teachers' association met and contributed heavily to campaign fund.

On Monday preceding election day, which was to follow on Friday, citizens, teachers, met with field man. By this time, teachers had won strong support

class with a personal appeal to support the tax issue, that literature be prepared for district-wide distribution.

At one p.m. Monday, field man called San Francisco office for help. All he wanted was 4,000 printed postal cards and some copy for TV spots—and he had to have them that night.

Within two hours, copy for postal cards was written, 4,000 were printed, and spot announcements were composed. S. F. staffer took off with them for Santa Cruz. They were distributed to teachers next morning and went in the mail Wednesday. S. F. staffer stayed on, wrote news copy, made arrangements with TV stations for spots.

Meantime, field man wrote copy, stencils were cut for literature and delivered to PTA for distribution in Mothers' March.

A record for Santa Cruz was established. Elementary tax proposal carried by 59 per cent and high school by 56 per cent.

Santa Cruz teachers were voluble in their thanks for help given by CTA staff.

CTA staff was inspired by demonstration of what an active, well directed local teacher association can accomplish when it really tries.

In addition to individual and collective problems, field men make speeches to almost everybody who invites them, listen to plaints and requests for advice from what the staffers call the "Drop-in Trade" and do yeoman service in connection with leadership training and field conferences.

The seven Field Service men of CTA are dedicated, industrious, intelligent, and talented. They provide the personalized service to members which makes CTA warm, human, and dynamic.

On Our Way to 100,000!

MORE than eighty-one thousand teachers, representing 74 per cent of all full-time personnel in the public schools of California, were on the active rolls of California Teachers Association as of May 20. With a possibility that the number will be much higher at the year's peak, less than one teacher in five remains outside the CTA circle.

CTA is the largest state teacher association in the United States. California can also claim the largest membership in National Education Association, with 51,750, leading all states.

In the box below, the first county breakdown in three years (page 9, October 1953 *CTA Journal*), appear totals submitted by CTA Section secretaries three months ago.

Total CTA membership is shown as 81,120,* including full-time active, student, and life memberships. This compares with a total of 62,240 on the same date three years ago (May 20). These figures indicate a GAIN of 18 members a day.

The six CTA sections show a variation ranging from 69.3 per cent to 84.6 per cent of total membership available.

As a rule, the smaller rural counties show the highest rate of membership. Tiny Alpine county had only three teachers three years ago, and only one CTA member. It now has four teachers and three CTA members. Mono county has 21 out of 23, Modoc 99 out of 103, Sierra has

37 out of 41. San Bernardino county, which has both sparse and populous areas, can boast 83 per cent CTA membership! Mariposa county has only 12 to go to be 100 per cent, and Tuolumne can make it with a half-dozen.

Southern Section, the nine southernmost counties of the state, contains almost exactly half of the total membership of CTA. Los Angeles county, however, has only 62.6 per cent CTA membership, well below the Section figure.

Urban areas average lower in percentage of professional members, a condition typical in virtually every state. San Francisco, for instance, shows only 31.5 per cent CTA members. It was one of three counties showing slight loss of CTA membership in three years.

The growth of local chartered associations constitutes one of the basic strengths of CTA organization. By the time this edition goes to press, the board of directors will have approved the chartering of CTA's 500th local club!

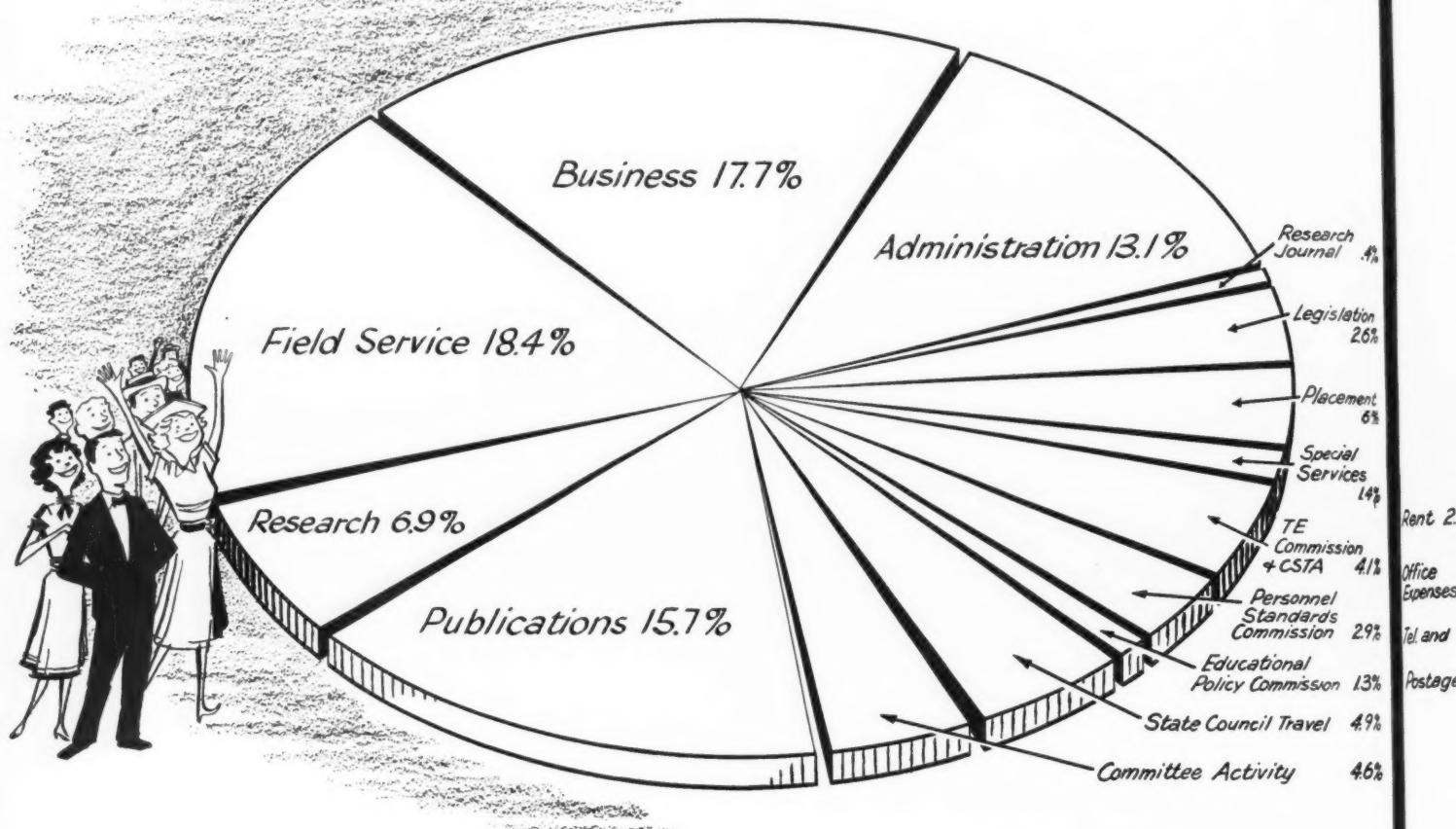
Figures for total personnel employed (as of October 31, 1954) were taken from "Supply and Demand," a publication of the State Department of Education, the most recent breakdown by counties to be published officially. The total of 109,698 two years ago will be appreciably larger now.

* *This figure had increased to 86,635 as of August 15, according to files of State CTA office.*

How Does Your County Stand in This Record?

	Teachers Employed 10-31-54	CTA Members 5-20-53	CTA Members 5-20-56	CTA Charters 6-1-56
Alameda	6,422	4,497	5,295	23
Contra Costa	3,769	1,701	2,938	17
Lake	132	95	103	1
Marin	1,026	525	784	10
Napa	451	317	413	2
San Francisco	4,294	1,420	1,354	2
San Joaquin	1,946	1,447	1,771	7
San Mateo	2,989	1,312	2,564	17
Santa Clara	3,529	2,336	3,227	24
Solano	1,139	754	912	5
Sonoma	1,157	677	946	10
Stanislaus	1,474	1,050	1,315	8
Tuolumne	138	114	132	1
Total Bay Section	28,466	16,235	21,806	127
Fresno	3,204	2,349	2,763	28
Kern	2,949	2,051	2,480	30
Kings	535	453	481	5
Madera	444	307	371	6
Mariposa	57	36	45	0
Merced	743	465	612	6
Tulare	1,738	1,189	1,420	12
Total Central Section	9,670	6,850	8,172	87
Monterey	1,417	833	1,147	10
San Benito	154	117	120	1
San Luis Obispo	653	345	404	4
Santa Cruz	586	401	457	6
Total Central Coast Section	2,810	1,696	2,128	21
Del Norte	126	73	99	1
Humboldt	877	658	744	7
Mendocino	434	246	387	3
Trinity	55	36	33	1
Total North Coast Section	1,492	1,013	1,263	12

	Teachers Employed 10-31-54	CTA Members 5-20-53	CTA Members 5-20-56	CTA Charters 6-1-56
Alpine	4	1	3	0
Amador	102	70	84	1
Butte	636	563	584	4
Calaveras	109	76	71	1
Colusa	139	102	128	1
El Dorado	182	117	147	2
Glenn	189	118	161	1
Lassen	238	164	180	6
Modoc	103	72	99	1
Mono	23	17	21	1
Nevada	166	128	149	1
Placer	471	351	424	6
Plumas	150	111	121	1
Sacramento	3,927	2,168	2,972	22
Shasta	518	364	489	4
Sierra	41	34	37	1
Siskiyou	335	229	305	3
Sutter	309	186	224	3
Tehama	206	124	156	2
Yolo	457	248	418	5
Yuba	356	204	289	3
Total Northern Section	8,661	5,447	7,124	69
Imperial	684	405	472	5
Inyo	139	65	90	1
Los Angeles	40,609	19,928	25,429	80
Orange	3,045	1,826	2,878	20
Riverside	2,122	1,232	1,685	17
San Bernardino	3,646	2,126	3,035	16
San Diego	5,884	3,781	4,947	21
Santa Barbara	1,084	780	887	8
Ventura	1,386	856	1,204	11
Total Southern Section	58,599	30,999	40,627	179
Total State	109,698	62,240	81,120	495



STAFF DEPARTMENTS of CTA's state headquarters operate on a budget. This graph represents the same expected 1956 revenue used on the facing page, broken down for operating expense of the departments. Building outlay (\$1.00) is not included.

WHAT YOUR MEMBER

THE price of professional membership in California Teachers Association is equivalent to a general admission ticket to a neighborhood motion picture theatre once a month.

For \$12 a year, a California teacher commands an effective voice at the state legislature, establishes communication with his colleagues, becomes a participant in a wide-ranging professional program, and makes himself eligible for special services and insurance benefits which may have a greater dollar value than his dues.

California Teachers Association is a million-dollar non-profit corporation. Between 85 and 90 per cent of all income of the corporation is voluntary membership dues. Of the \$12 each member pays his building representative in the fall, the Section office retains \$4 for its program. The remaining \$8 forwarded to the State CTA office is ear-

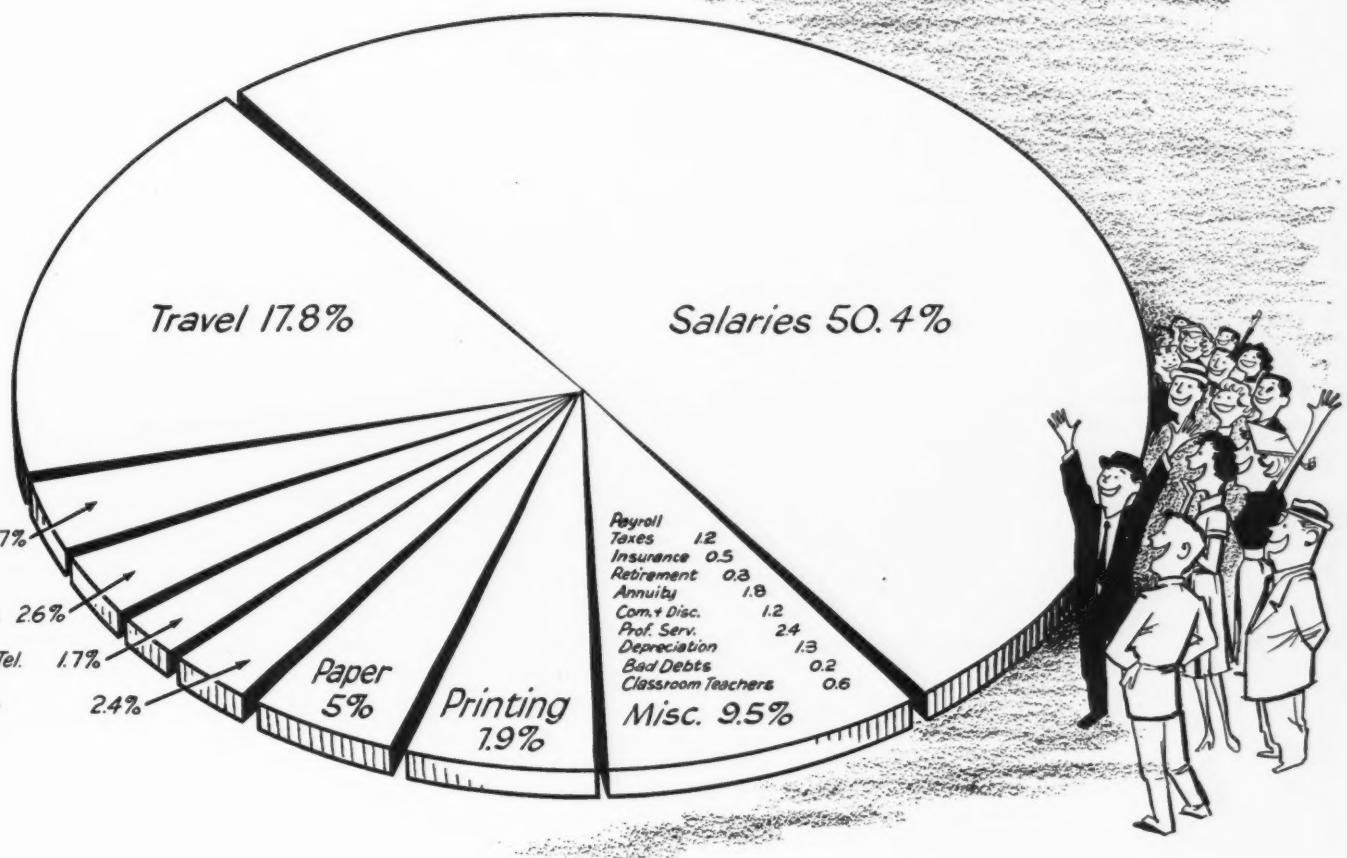
marked: \$1 to the building fund and \$7 to operating expense.

Where the Money Comes From

Last year total income of the State office was \$643,268, of which \$537,734 came from regular membership dues. Student memberships totaled \$3,023, *CTA Journal* advertising brought \$41,723, placement service fees grossed \$31,783, and placement registration fees accounted for \$7,440. Recovery of costs on the Fern Bruner case brought in \$7,650 and the balance of \$13,911 came from subscriptions to *Research Bulletins*, *California Journal of Educational Research*, and *CTA Journal*, reimbursement on publications produced for affiliated organizations, interest, discounts, and commissions.

For the calendar year 1956, the CTA budget is based on

search
nmental 1%
gislation 26%
placement 6%
pecial services 14%
ission 4.1%
nel
ds 29%
on 13%
Postage 4.9%
4.6%



FUNCTIONAL PROGRAM of CTA is shown in the graph above, reflecting percentage of 1956 expected revenue assigned to categories of expenditure. This breakdown excludes local, Section, or NEA dues but includes only the \$7 assigned to state operation.

FIELDHIP BUYS IN CTA

an operating income of \$718,616. Expected membership is estimated at approximately 84,000 this year, although the total may exceed the figure calculated last January.

Graphic Illustration

The two "pie" graphs shown above represent a breakdown in percentages of estimated operating expense. One is a breakdown by CTA staff departments and the other is an estimate of the expense of over-all function or service. Both use \$718,616 as income basis.

The departmental breakdown is an arbitrary assignment of items. For instance, all rent, insurance, and taxes for State headquarters is placed under the administrative heading. The business heading includes payroll and operating expense for office services, accounting, and membership departments. Field Service contains the largest item for

payroll as well as a large percentage for travel of seven Field representatives.

Breakdown of Function

Since the state staff primarily offers service, the largest functional item is payroll, slightly over half the total outlay. Travel is the next largest item, with \$35,400 budgeted to housing and travel for semi-annual meetings of the State Council of Education and \$25,800 for committee activity. Paper and printing items are largely for *CTA Journal*, the monthly association magazine, but includes supplies for CTA's Office Services.

The earmarked dollar for the building fund, which started in 1950, made possible the purchase of the seven-floor Class A building at 693 Sutter Street, San Francisco. Assets in this fund include \$175,000 for the building, \$121,000 for its remodeling, and \$90,000 for the land.

AT BAT FOR YOU

— in Sacramento!

We have an excellent home-run record in the Legislature

WHENEVER people gather and talk turns to legislation and the Sacramento scene, someone is almost sure to mention the CTA. And when political pundits speculate on the effectiveness of groups which must look to the State Legislature to solve their problems they invariably tab the teachers among the top two or three. Often when speaking of school groups they grow expansive. They use adjectives such as biggest, strongest, and most powerful.

This is not surprising. A half century or more of successful operation in the corridors of the capitol has inevitably established for education a reputation of legislative efficiency. It has at the same time created a few fanciful though flattering legends and some misconceptions about how results are achieved in the political arena.

Progress in public education in California has been phenomenal, particularly in the past 25 years. Most of it has come about through legislative action. In the last dozen years alone state financial support has been tripled and teachers' salaries nearly quadrupled. Comparable gains have been made in virtually every phase of the administrative, professional and teacher welfare program. As a result California's schools and California's teachers are in the forefront of the national parade.

CTA Is Spokesman

The California Teachers Association is primarily responsible for the State's pre-eminence in education. Almost from the day it was founded in 1863 it has been the vocal and effective spokesman for the public schools. It has been the rallying point for constructive action to improve education and to increase the stature of the teaching profession. The imprint of the CTA is stamped indelibly on the State's educational picture.

Examine the record right back from the beginning of the association 93 years ago and you find the CTA to have been the sponsor in the legislature or on the ballot of the vast majority of

moves to expand and improve California's system of schools. It has been the driving force behind the forward movement.

Take finances for example. A series of constitutional amendments and legislative proposals since 1934 have successively increased state aid to schools from \$30 per child each year to \$180. Each one has been sponsored by CTA.

Minimum salaries for teachers have been raised nine times by CTA-sponsored measures from a low of \$600 per year to the present statutory minimum of \$3,400. With a CTA proposal to increase state aid another \$48,000,000 a year already in the hopper it is expected that the Association at next year's session will again sponsor legislation to raise the minimum.

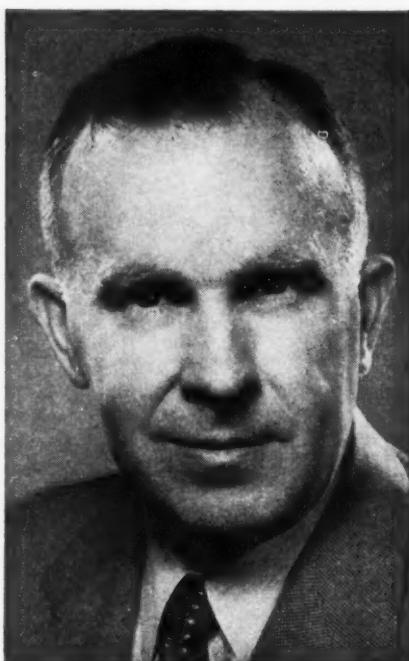
As a result of its long-range financial program the CTA has step by step made possible salary increases with the result that California teachers now receive an average of more than \$5,200 a year.

Welfare Program

California teachers have the protection of a tenure law that is the envy of the profession everywhere, thanks to the CTA. The law, which shields competent teachers against unjust dismissal, yet provides for orderly means of removing unfit or incompetent ones, was placed on the books through efforts of the California Teachers Association. Repeated efforts to weaken or destroy tenure have been successfully opposed by CTA.

Liberal provisions for leave exist as a result of CTA legislative proposals. A teacher is now entitled to ten days leave each year for illness and may accumulate the unused days without limit against future needs. The CTA made that possible. Generous allowances also are written into law for bereavement and sabbatical leave, all a part of the CTA program.

The story has been repeated many times in the field of teacher welfare. California teachers now enjoy the most liberal retirement plan available to members of the profession anywhere in the country. It was brought about through CTA-sponsored bills approved by the Legislature and the Governor.



Robert E. McKay, CTA assistant secretary, has been principal legislative advocate for public education in Sacramento since 1946. He is author of the article above.

This record of achievement over the years indicates a consistent pattern of approval by the public and the Legislature of CTA proposals. Although delays and defeats sprinkle the record, the successes so predominate that the Association has been the subject of widespread conjecture and comment.

They Testify to Power

"The most powerful lobby in California," said the late Senator George Hatfield in fighting a losing battle against CTA to cripple the adult education program.

"The teachers group tops all others which operate in Sacramento during sessions of the Legislature," reported Herbert L. Phillips, the Sacramento *Bee's* political editor.

And said *Pathfinder Magazine* in a moment of extravagance: "The CTA is, without question, the best organized and most successful lobby in the U.S."

And a Southern California assemblyman in commenting on the results of a session a few years back in which CTA managed to have enacted all of the measures it proposed and to kill all that it considered harmful to education, reported that the CTA buys no dinners and it buys no drinks, but is successful in Sacramento because it meets the needs of the schools and has the backing of the public.

Little wonder, then, with such reports, that some persons unfamiliar with the practicalities of legislation conclude that the so-called "teachers' lobby" has some strange or mysterious hold over the State Legislature. Nor is it surprising that others conclude that political pressures or threats play a part in the program. The fact is, of course, that all of them are wrong.

It is, rather, as the Sacramento *Union* concluded editorially, that the organized profession is successful in the legislative field "because it is right in what it lobbies for. If it were wrong or selfish or high-handed it would lose its power and standing."

Members of the Legislature are, by and large, independent, intelligent and able men and women who analyze all proposals carefully and vote their conscience. It is unlikely that any member weighs the merits of a school bill on the scales of political consequence. He does not cast his vote in the hope of election reward or the fear of ballot box reprisal. There is no subtle or sinister control of legislators by the teaching profession.

The profession generally has succeeded in Sacramento where some groups have failed because of three principal reasons:

(1) Legislative proposals have been moderate and have reflected provable and urgent needs. The CTA has on each occasion sought only those goals which were realistic and attainable. It has shunned the glittering and attention-getting objectives in favor of those which could be achieved.

(2) CTA proposals have been arrived at democratically. Through a network of committees and councils as many as 5,000 leaders are involved in major policy decisions affecting legislation. On some far-reaching issues plebiscites have been held with every one of the organization's 85,000 members being given a chance to voice his opinion. Such was the case on the re-

tirement and survivorship benefit questions.

(3) Careful study and research has preceded every move. On the \$3,400 minimum salary bill, for example, the CTA Research Department prepared voluminous reports showing the number of teachers by \$100 steps in each legislator's district receiving between \$3,000 and \$3,400. It provided district by district evidence of the ability of the schools and the State to finance the proposed salary increases.

In addition the CTA, as it approached each major legislative goal, has correctly assessed the public attitude and its desire to improve education and the status of the teacher. It has, by means of public opinion polls and other devices, determined that its proposals were desired by the voters and taxpayers whose opinions members of the Legislature rather accurately reflect.

California High School Boy Wins National Photographic Award



THIS CANDID picture of two grammar school children having lunch in a school cafeteria won the \$300 Grand Award in Class 1 of the 1956 National High School Photographic Awards. Winner was Robert Brown, 17, senior student at Hamilton High School, Los Angeles. Grand Award in Class 2 was also won by a Californian, Bob Peterson, 14, of Albany. Joel Novros of Ventura won a special award. In addition, 34 California students won honorable mention awards in the nation-wide contest and 43 won certificates of merit. More than 250 boys and girls were recognized for outstanding achievement in photography, with a third of the top shutter-bugs in California.

MILESTONES

in our legislative progress . . .

Here are a few of the important advances made each year as CTA presses the cause of public education in legislative halls of Sacramento.

EACH year since California Teachers Association incorporated as a state-wide organization, legislative gains in educational financing and teacher welfare have marked CTA's progress and growth.

Milestones which CTA helped to erect on the broad road of public education literally mark a Pilgrim's Progress. The road has been narrow, rutted, and filled with obstacles. Though now modernized, it does not yet permit high speed.

Here are listed a few guideposts set up by the Legislature or the people, after CTA's insistent sponsorship:

1908 Constitutional amendment provided for state support of evening elementary and secondary schools.

1909 Elementary tax levy first authorized for local district trustees; previously taxes had been levied by vote of the people.

1911 For county apportionment, teacher unit reduced from 100 pupils to 35 pupils in average daily attendance. First simple tenure law enacted, providing that unless a teacher was notified by June 10 that services would not be required, the teacher was automatically reelected for the new year.

1913 First state teacher retirement plan created. It provided retirement benefit of \$500 per year after 30 years of teaching, of which 15 would be in this state, with teacher contribution set at \$12 per year. First optional support for kindergartens.

1915 Enacted mandatory county high school tax sufficient to produce at least \$60 per pupil a.d.a. County high school fund apportioned \$250 per teacher.

1917 Local district tax rate for high schools set at 75c per \$100 AV (still in effect). Free high school text-books paid for by local school districts.

1919 State apportionment to counties for elementary schools raised to \$350 per teacher unit. Junior high schools created. Part-time vocational

courses in high schools started. Compulsory school age increased from 15 to 16 years.

1920 An initiative sponsored by CTA was an amendment to the Constitution making mandatory a state apportionment of no less than \$30 per pupil in a.d.a. State apportionments and 60 per cent of county school funds required to go for teachers' salaries. Act reaffirmed prior claim of School Fund on resources of state. For first time state's minimum financial responsibility for schools fixed by law, guarding against administrative budget-cutting.

1921 Junior college districts authorized. This action caused California to lead the nation in number and quality of 13th-14th grades at public expense.

1927 State and county aid not to exceed \$200 of excess cost of educating exceptional children. Roy W. Cloud begins 20 years as CTA executive secretary. Tenure Act extends to all districts, regardless of size. This Act modified in 1931 to limit mandatory tenure to districts of 850 or more a.d.a.

1933 County school tax support transferred to state. Sales tax adopted and public utilities returned to local tax rolls. State took over \$30 elementary and \$60 high school apportionment.

1935 State income tax adopted. Unified districts authorized. Junior college districts granted \$90 per a.d.a. Tenure law strengthened.

1937 Minimum salary increased to \$1320 per year.

1944 Principle of equalization of educational opportunity based on assessed valuation appeared for first time in elementary appropriations from state.

1945 Minimum salaries for teachers raised to \$1800 per year. Elementary aid increased from \$66 to \$81 per a.d.a., no county receiving less than \$70 per a.d.a.

1946 CTA - sponsored Constitutional amendment increased state aid from \$90 to \$120 per a.d.a. Total school system placed under principle of equalization, including kindergartens. Minimum teacher salaries boosted to \$2400.

1947 \$20,000,000 appropriation for school building aid. State established foundation programs at \$145 per pupil in elementary, \$175 in high school, \$200 in junior college. Provided excess cost allowance of \$75 for education of mentally retarded. Arthur F. Corey became CTA executive secretary; Robert E. McKay became legislative advocate.

1948 \$35,000,000 added for school building.

1949 Foundation program raised to \$148 in elementary, \$185 in high school, \$210 in junior college. Additional transportation aid. CTA sponsored state bond issue for \$250,000,000 on school construction.

1951 Minimum salary increased from \$2400 to \$3000.

1952 Initiative Constitutional amendment increased state guarantee from \$120 to \$180 per a.d.a. (CTA members obtained nearly a million signatures to initiative petitions for Proposition 2 on ballot, which voters approved by 3 to 1 majority.) State bond issue approved for \$185,000,000 to aid school district building program.

1953 Minimum teacher salaries raised from \$3000 to \$3400 (still the highest in the nation!). Sick leave provisions liberalized.

1954 State bond issue of \$100,000,000 for school construction approved by overwhelming 4 to 1 majority. CTA assumed leadership in this campaign.

1955 Legal recognition given teacher panels on personnel standards to testify as expert witnesses in cases of disputed dismissals. Tenure law was defended successfully. Rights of teachers to engage in political activity defended. Teacher retirement benefits placed on par with state employees.

CALENDAR *of coming events*

SEPTEMBER

13-15—State Board of Education; Chico.
14-16—CTA Northern Section; fall leaders conference; Brockway, Lake Tahoe.
22—CTA North Coast Section; nominating committee meeting; 717 Trinity, Eureka.
28-30—CTA Southern Section; leaders conference; Camp Seeley.
28-29—Calif. Assn. of Secondary School Administrators; representative council; Sacramento.
29—CTA Central Section; advisory committee meeting; Fresno.

OCTOBER

1-2—CSTA Southern Leaders' Conference; Riverside.
2-5—National Council on Schoolhouse Construction; annual meeting; Washington, D.C.

5-7—CTA Central Coast Section; leadership conference; Asilomar.
6—CTA Central Section, Classroom Teachers Department; regular meeting; Fresno.
6—CTA State Board of Directors; Asilomar.
6—CTA Northern Section, Classroom Teachers Department; sixth annual better teaching conference; Chico.
7-11—Association of School Business Officials of the U.S. and Canada; 42nd annual convention; Washington, D.C.
12-14—CTA North Coast Section; leadership training conference; Benbow.
12-14—Delta Kappa Gamma, California; state executive board meeting; Fresno.
13—CTA Central Section; council meeting; Fresno.
14-17—County and Rural Area Superintendents, NEA; 11th national conference; Atlanta, Ga.

Committees Carry on Active Studies for Association

THE nine CTA committees and four commissions carry on effective work in specialized areas of study and action. Current chairmen and staff consultants are listed below, together with scheduled dates of meetings for this calendar year. In addition, all committees will meet at State Council session Dec. 7.

COMMISSION ON EDUCATIONAL POLICY

Chairman: Mrs. Howardine Hoffman, 808 N. Spring Street, Los Angeles; Secretary: Dr. Arthur F. Corey; September 27, October 5, November 9, December 14.

FINANCING PUBLIC EDUCATION

Chairman: Paul Ehret, 17170 Esteban Street, Hayward; Staff Consultant: Dr. Oscar Anderson; September 22, October 20.

LEGISLATIVE

Chairman: Jack D. Rees, 1099 E Street, Hayward; Staff Consultant: Robert McKay; November 10.

RETIREMENT

Chairman: J. Allen Hodges, Education Center, Park Blvd. at El Cajon, San Diego 3; Staff Consultant: Dr. Arthur F. Corey.

TEACHER EDUCATION

Chairman: Myrtle Gustafson, 5680 Oak Grove Avenue, Oakland 9; Staff Consultant: Dr. Charles Hamilton.

YOUTH ACTIVITIES AND WELFARE

Chairman: Mrs. Ruby Cruckshank, 4525 Finley Avenue, Los Angeles 27; Staff Consultant: Walter Maxwell; November 10.

INTERNATIONAL RELATIONS

Chairman: Harlan Anderson, 1206 Raymar, Santa Ana; Staff Consultant: Mary A. Ball; October 20.

MORAL AND SPIRITUAL VALUES

Chairman: Mrs. Sarah Carter, 2008 Eye Street, Eureka; Staff Consultant: Erwin Howlett; September 29.

SALARY SCHEDULES AND TRENDS

Chairman: L. Donald Davis, 301 Edgerton Drive, San Bernardino; Staff Consultant: Dr. Kenneth Brown; November 10.

TENURE

Chairman: H. E. Kjorlie, 920 Coronado Blvd., Sacramento; Staff Consultant: Dr. Garford Gordon; November 10.

PERSONNEL STANDARDS COMMISSION

Chairman: Miriam Spreng, 1257 Moana Drive, San Diego; Secretary: Harry Fosdick.

NEA RELATIONS COMMISSION

Chairman: Mrs. Mary Jo Tregilgas, P.O. Box 925, Palos Verdes Estates; December 6.

TEACHER EDUCATION COMMISSION

Chairman: Myrtle Gustafson, 5680 Oak Grove Avenue, Oakland 9; Secretary: Dr. Charles Hamilton; September 22, October 22, December 6.

JOINT COMMITTEE ON PERSONNEL PROCEDURES

Chairman: Dwight Twist, 251 Post St., Petaluma; Secretary: Harry Fosdick.

Your Vote Is Recorded

- State Council
Is Representative
Assembly
- Committees
Carry on Program
of Importance
- Commissions
Enlarge Areas
of Professional
Activity
- Sections Bring
CTA Activity
to Every Member
- We Affiliate
With National
and Local
Organizations
for Welfare
of All Teachers

YOU ought to be there when the CTA State Council of Education swings into action. Actually you are, though perhaps not in person. You are there because one of the 300 members of this Council represents you—he is selected by you and is responsible to you.

This State Council is the policy-determining body of the CTA. In State Council meetings, the decisions of California's teaching profession are made, its policies established, its actions determined.

The Council has made many historic decisions. Here was developed the principle of equalization which today undergirds California's system of school finance. Here developed the support for junior colleges which led California to dominate this area of public education. Here was developed the proposal for 10 days sick leave per year cumulative without limit. Here, too, was fought the battle of basic aid versus equalization, the battle of equal versus differential support for elementary, secondary, and junior college attendance accounting.

Working Groups Produce

The Council is organized on a committee basis. Committees of this Council, established by the Board of Directors, deal with most areas of concern to teachers. At present standing committees of the Council include International Relations (concerned with such issues as what and how to teach about United Nations, problems of exchange teachers and teaching abroad), Tenure (how to safeguard tenure and how to make it work better), Financing Public Education (how to get needed money for the schools), Salary Schedules and Trends (how to raise teachers' salaries), Moral and Spiritual Values (how to keep church and state separate, yet teach values to live by), Youth Activities and Welfare (how to encourage and assist youth in positive use of leisure time), Teacher Education (how to encourage capable young people to become teachers and how to improve the educational program required to prepare teachers), and Legislation (passes on all items proposed for legislation).

Each delegate is a member of the Council as a whole and also serves on the committee to which he is assigned. The full State Council on Education meets in April and December each year for two-day sessions. Committees of

the Council meet additionally as needed.

How Policy Is Made

A proposal is first brought to the appropriate committee, where it receives detailed consideration. Committee endorsement brings the proposal to the floor of the full Council where the final decision is made. At this point administration takes over. Here is where the staff of CTA really goes to work.

Through all the arguments and deliberations, some heated and intense, others calm and near-unanimous, flames a spirit of objectivity and responsibility. Whenever a decision is made, all Council members forget differences and unite in support of the common objective. This is the State Council; this is democracy at its best.

Some aspects of CTA's program are better served through agencies that are more autonomous, more flexible, than committees. To serve in these areas, CTA has created commissions.

Commissions Are Flexible

CTA's Personnel Standards Commission (formerly Ethics) interprets the Code of Ethics for California Teachers, promotes an awareness of and support for ethical standards and professional conduct, conducts investigations into charges of unethical or unprofessional conduct, and assists in the administration of the tenure law by evaluating teaching service alleged as incompetent.

CTA's Teacher Education Commission makes recommendations on credential requirements and practices, concerns itself with improving programs of teacher education, encourages selective recruitment programs, and sponsors the CSTA.

CTA's Educational Policies Commission develops, on behalf of the profession, pronouncements of policy and position on such items as the function of education, the role of the public schools, controversial issues, teacher load, and other topics upon which the considered opinion of the profession is needed or would be helpful.

CTA's Commission on NEA serves to coordinate and advance the program of the National Education Association in California, to enhance CTA's influence upon and within NEA, and generally to serve as liaison between the state and national organizations.

Not commissions, but somewhat like them are CTA's two advisory panels.

The Public Relations panel advises staff in the area of public relations and produces statements and materials for district use. The Insurance panel advises staff in the area of insurance and special services and supervises the services in these areas.

Board Is Director

Management of CTA's financial and housekeeping affairs is vested in a nine-member Board of Directors. The members of this board are nominated by the Section Councils on a proportionate basis and elected by the State Council.

The president and vice-president of CTA are members of—and elected by—the Board of Directors.

One of the major responsibilities of the Board of Directors is to employ and manage the professional staff of the CTA. Assigned to this staff is the administrative task of carrying out the policies and the program of CTA.

CTA Sections Serve, Too

Through combined effects of history and geography, the CTA has developed a "federalized" structure. This structure is uniquely able to adjust to California's large geographic size and to the increasing number of its teachers.

The key to this adaptability is CTA's Sectional organization.

The state is divided into six subdivisions called "Sections," which bring close to the membership the policy-determining activity. In some aspects, the Sections bring the administration and program of CTA closer to "grass-roots," too.

Each CTA Section is a sub-division of the state association. Each has autonomy in certain program areas, yet is an integral part of the over-all state activity. In general the Section is autonomous in areas of concern to its area or members only; it transmits and defers to the state association on matters of concern to all California teachers. Normally, the Section program supplements the activities of the state association.

Representation Provided

Each Section operates on a Council basis with standing committees in areas of teacher concern. Generally, local affiliates are accorded representation on the Section Councils, though in some instances small associations are combined for the purpose of representation. Every member of CTA, however, is represented by a delegate on the

Section Council just as he is on the State Council of Education.

Sections elect officers and boards of directors, maintain offices, and in most instances employ professional staffs.

Sections provide opportunity for participation, for experimentation, and for the development of initiative. Each, in its own way, improves and enhances the CTA.

Locals Work with CTA

Five hundred local teacher associations are legally affiliated chapters of CTA. Each chapter is accorded recognition and support by CTA and may call upon CTA for advice and assistance. Each chapter agrees to support CTA policy and participate in CTA program.

The local association is gradually taking over front and center of the professional organization stage. It is the local association that provides "grass roots" opinions to the governing board for salary increases, for personnel policies, and for other teacher welfare provisions.

Local associations initiate proposals for transmission to CTA Section and state. They provide opportunities for teachers to consider issues and problems and to develop programs of influence and action. Local associations serve as the "point of contact" between the teacher and his organized profession.

State-wide Affiliates, Too

Specialized state-wide educational organizations may establish a working relationship with CTA through an affiliation process.

Organizations, like the California Association for Childhood Education,

the California Association of School Administrators, the California Council for Adult Education, the California Industrial Education Association, and others who meet the requirements, have affiliated with CTA on the state level. There are fifteen such affiliates.

Affiliation accords the group a seat on the State Council and hence an opportunity to be heard and to represent the group. Proposals from an affiliated organization are handled in the same way as proposals from Council committees.

Affiliated groups are encouraged to cooperate with CTA in its program and frequently give detailed consideration to issues of special interest to the affiliate.

National Affiliation

The agency serving all America's teachers is the National Education Association. Through the NEA, the entire teaching profession of America expresses its considered opinions and develops its common program. Through NEA is developed the positive "climate of national public opinion" which makes state and local gains possible.

Teamwork Pays

This is the organization of the teaching profession: The Local Association, the California Teachers Association, the National Education Association. Each level is autonomous in its own sphere. All are integrated in common purpose and program.

United, they form an effective agency through which teachers advance the cause of education, the interests of the profession, and the welfare of its members.

"We Hold These Truths . . ." Is Momentous Statement

On December 4, 1954, the California Teachers Association's Commission on Educational Policy was established to assess professional thinking in California and to recommend policies which express accurately, forcefully, and clearly the opinion of the Association on basic issues concerning what children study and how they are taught in the public schools.

In 1955 the adoption by the State Council of Education of the first policy statement recommended by the Commission was a dramatic event in the history of CTA.

"We Hold These Truths—" is a platform for public education and a credo for members of the teaching profession in California. It is the first official statement on educational policy to be adopted and published by the California Teachers Association.

For nearly a century the Association has acted vigorously on all sorts of problems, but never before has made any formal declaration of the educational principles upon which its program has been based. This statement is both a logical foundation for future professional action and, in the philosophical sense, an explanation of the reasons for programs the Association has long since achieved.

A tour of the state headquarters building reveals many hands at work

Meet Our Staff

LET'S take a tour of the CTA headquarters building. It's *your* building; you should visit it personally and look in at the activity in various offices. The seven-floor Class A building at the northeast corner of Sutter and Taylor Streets in San Francisco was occupied by the CTA staff in 1951, but at that time the staff required about half the floor space; the rest was leased.

Today the staff has grown to occupy all office space in the building, leaving only the restaurant and beauty parlor at street level as rental income property.

We Start with Public Relations

Step into the elevator; we'll start at the sixth floor and work down. Here we find three departments: Public Relations, Publications, and Research. Public Relations has a new sign on the door; this four-room section was formerly the home of Field Service. The young lady who smiles so nicely is senior secretary, Miss Pauline Chandler.

Meet W. Harold Kingsley, the genial gentleman in the big office. "King" is an old-timer in CTA, having handled campaign promotions and association publicity for at least two decades. Former top-flight newspaperman and edi-

tor and also former acting director of Field Service, he created the Public Relations department this summer. As staff consultant to the Public Relations Advisory Panel, he knows a lot about what the public thinks about the schools and the teachers. He has edited "Action" for local association leaders, has inspired the effective membership

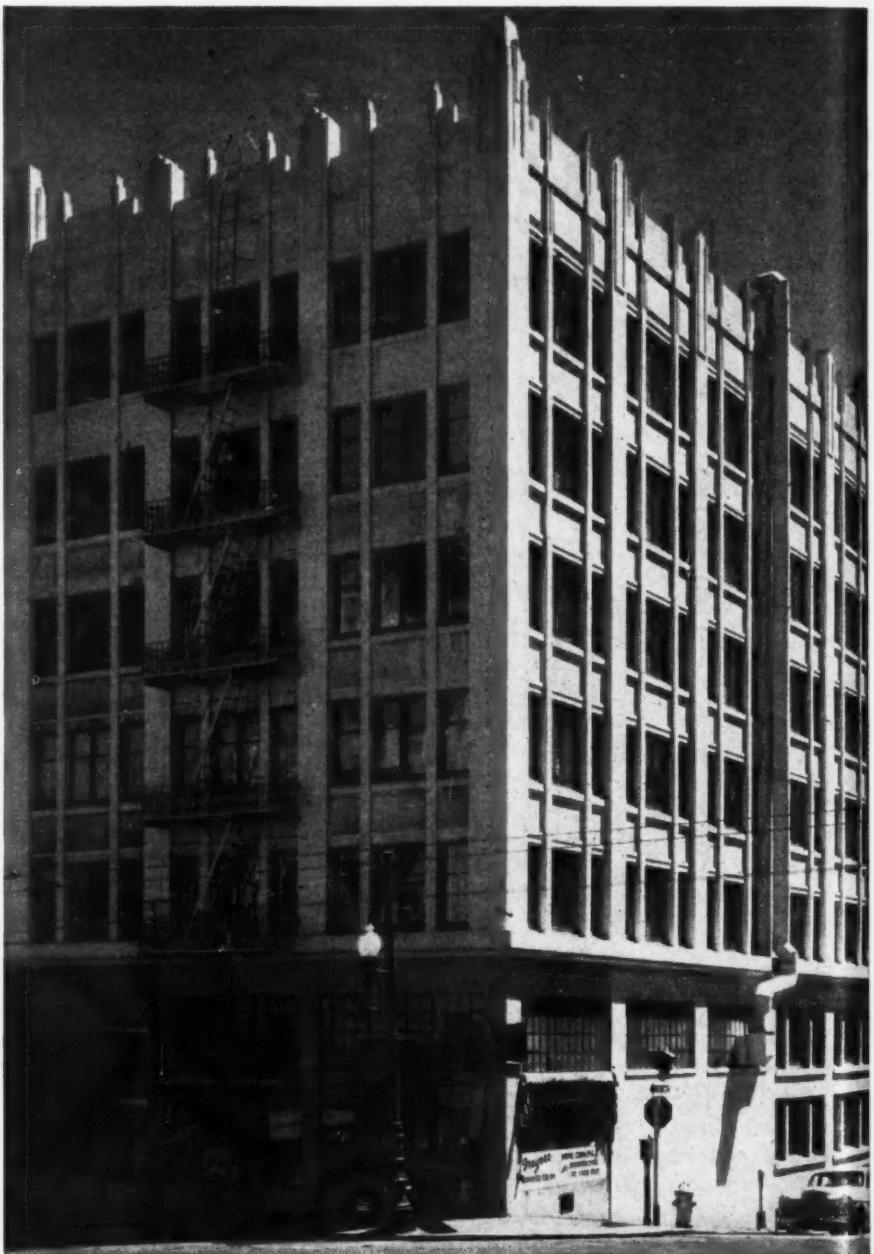
brochures for many years, and has written a number of our most popular handbooks.

Pounding away at the typewriter in the next office is Mrs. Mabel Perryman, who joined us this year as specialist in radio, television, and newspapers. Releases on CTA activities go regularly to 700 California newspapers, 34 TV stations, and 150 radio stations. One of her first jobs was a successful publicity drive for the Columbia restoration project and she is now working on the state-wide television premier of "A Desk for Billie," the great Billie Davis story.

Over in this corner office is where William Barton works, when he's here. Bill is usually out making speeches before service clubs, local associations, and community groups. We call him

693 SUTTER STREET . . .

Here is the seven-floor headquarters building which was purchased by CTA in 1950. As the Association continues to grow—now at the rate of more than 6,000 new members a year—so must its staff. It is estimated that this building in downtown San Francisco will be adequate for CTA activities only for another three to four years. Looking to the future, the Association has already purchased a four-acre tract in Burlingame, 15 miles south of the city and only a short distance from the San Francisco International Airport, upon which a new building will be erected by 1960. The land owned by the state organization is immediately adjacent to the new building of the CTA Bay Section, which was occupied this summer.



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"public contacts man," but around the office we sometimes call him "Columbia Bill." He has carried major responsibility for the project to restore the old Columbia school with the contributions of California schoolchildren. During legislative sessions he helps Bob McKay at Sacramento.

Home of the Journal

Next we move over to Publications. Just inside the door sits Miss Vivian Toewe, who handles the advertising for *CTA Journal*. The thin harassed man down at the end of the room is the publications director and editor of the *Journal*, J. Wilson McKenney. A former newspaper publisher, he has been editing our association magazine for five years. He punches his typewriter with two fingers.

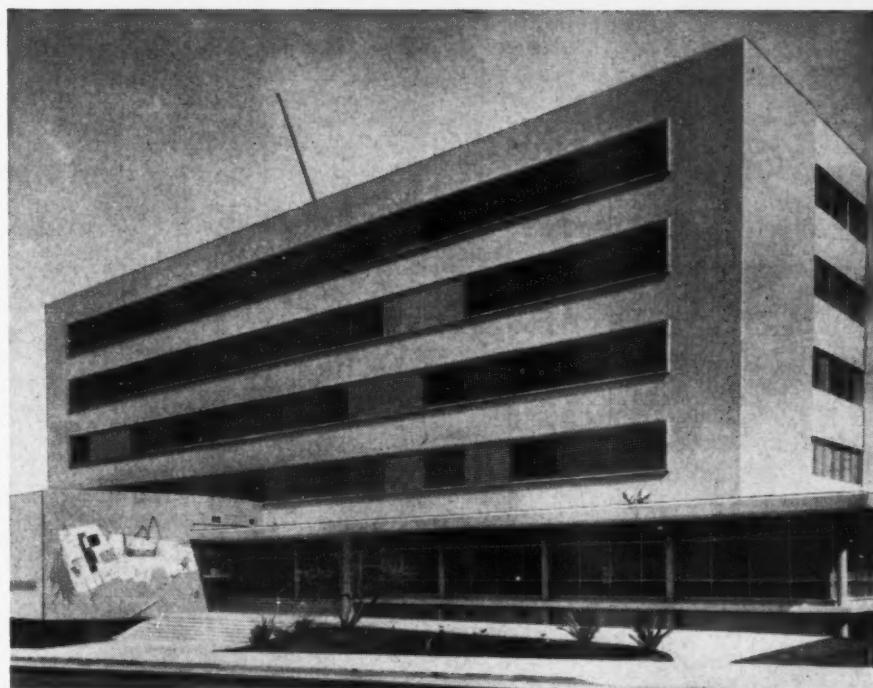
In the files along the wall are back copies of the *Journal* and in these glass-faced cases are bound files going back 51 years. Before ducking into the art studio, look at the display of publications produced by CTA. The gracious lady bending over the drawing board is Mrs. Margaret Atkinson, our art director. Her talent for layout, design, and art work has vastly improved the appearance and effectiveness of our publications, brochures, and other printed production.

Research Department is first door to the right of the elevator, sixth floor. Mrs. Isobel Morrill is senior secretary. Mrs. Anne Protopopoff maintains the library across the hall.

In adjoining offices we meet Dr. Kenneth R. Brown, director of research, and Dr. Garford G. Gordon, assistant director. Both are educators of long and successful experience, combined with broad background in the technical problems of educational research. Dr. Brown is consultant to the CTA Salary Schedules and Trends committee, chairman of the California Advisory Council on Educational Research, and editor of the *California Journal of Educational Research*. Dr. Gordon is consultant to the CTA Educational Policies Commission and the Retirement committee.

Heart of the Association

The fifth floor is the administrative center, with offices of the executive secretary and the board of directors. Miss Helen Johnson, secretary to Dr. Corey, is the charming lady in command of the reception area. She gives us the welcome sign and we step into the corner office to meet the executive head of the Association, Dr. Arthur F. Corey. This tall friendly man, nation-



CTA SOUTHERN SECTION dedicated its new \$1,650,000 headquarters building in Los Angeles early this year. Spacious and modern in every detail, it serves as nerve center for an active program embracing half of CTA members.

ally recognized as a leader in educational policy, legislation, and public relations, has probably talked to more teachers in California than any other man.

Assistant Secretary Mary Ball, whose office also opens on the reception area, is well known to State Council members. Her duties include arranging details for Council meetings and other conferences and general administration of committee work. Mrs. Nancy Farrow is her secretary.

Beyond the paneled board room with its long council table are the offices occupied by executive secretaries of the California Elementary School Administrators' Association and the California Association for Health, Physical Education, and Recreation, and the business secretary of the California School Supervisors Association. The

latter, Mrs. Diane Winokur, also serves as an assistant to the Educational Policies Commission.

Placement Is Busy Place

Fourth floor is set aside for Placement and Special Services. In this office to the left, meet affable Dr. Frank W. Parr, assistant executive secretary. In addition to administering placement and special services, he acts as consultant to the Insurance Advisory Panel, which has introduced programs for group auto, health, income protection, and homeowner insurance. Services include travel and purchasing. Mrs. Barbara Mihailoff is office secretary.

Notice the reception room is well-filled with candidates waiting for placement interview. The pretty receptionist also serves as telephone switchboard

(Continued to page 53)

CTA SECTION LEADERSHIP TRAINING CONFERENCES

Bay Section	Oct. 26-28	Asilomar
Central Coast Section	Oct. 5-7	Asilomar
Central Section	Nov. 2-3	Asilomar
North Coast Section	Oct. 12-14	Benbow
Northern Section	Sept. 14-16	Brockway, L. Tahoe
Southern Section	Sept. 28-30	Camp Seeley
President's Seminar for Local Assn's	Aug. 24-25-26	Whittier College

Retirement vote by CTA in May reveals members reject Social Security, want integrated program

Teachers Want Survivor Benefits

CALIFORNIA'S teachers want survivorship benefits provided as a part of the State Teachers' Retirement System. This was determined by a poll conducted last May by the California Teachers Association. The majority in favor of the provision of some form of benefits for the dependents of deceased teachers was almost two-and-one-half to one. The number in favor of doing this by expanding the present Retirement System was over four times the number who favored using some form of integration with OASI (Social Security).

The teachers have indicated by secret ballot their decision (for the second time) on a major issue concerning their retirement program. CTA Retirement Committee will now prepare legislative proposals for the consideration of the Legislative Committee and the full State Council. On the basis of proposals as finally approved, a member of the California Legislature will be asked to introduce a bill in the 1957 session providing for the necessary changes in the retirement law. With the teachers solidly in back of it and with sound reasons justifying it, the chances are excellent for favorable action by the Legislature and Governor.

Legislative action has not always been good. Some retirement bills that passed the Legislature have been axed by gubernatorial veto. They failed partly because the people and their lawmakers had not been convinced of the need and justice of a good retirement program for teachers. Also, teachers were, for a long time, willing to believe they could get something for nothing.

Low Cost for Teachers

When the first state retirement program was inaugurated in 1913, it was expected that only a small percentage of the teachers who paid into the fund would stay in teaching long enough to qualify for a pension. The law provided that the contributions of those

who left teaching before retirement could not be refunded, and it was hoped that these unused amounts would make up for the very low rate of contribution. Probably some people outside the teaching profession were also hopeful that accumulated reserves would make up for the fact that the only public money going into the plan was five per cent of the inheritance tax.

Lack of statistics on which to base actuarial estimates of cost, the reluctance of teachers to pay increased contributions, and the objections of the Legislature or of governors to increased appropriations, all prevented any substantial change in the law until 1935. At this time teacher contributions were raised to four per cent of salary earned for those not in a local system and to \$24 per year for those who were. Districts were required to pay \$12 per year for each certificated person in the

Retirement System. For the first time, members who left teaching before retirement and the heirs of those who died in service would receive a refund of their contributions (except for the minimum \$24 per year).

The retirement allowances provided were pitifully low. A teacher retiring at age 60 after 30 years of service could expect to receive less than \$100 per month even under the most favorable circumstances. Even so, the financing of the plan was totally inadequate and in 1943-44 expenditures for administration and the payment of pensions exceeded revenues. Had nothing been done, the system would have been insolvent long before 1956.

Revision Proposed

Fortunately for the teachers of California, the CTA Retirement Committee

MEMBERS VOTE FOR CHANGE

Below is the wording of the official ballot printed in the *CTA Journal* for April 1956 (part of a four-page feature describing the proposals), followed by the state-wide vote of CTA members as officially tabulated in CTA Headquarters May 15:

1. Do you favor a California Teachers Association proposal to change the present State Teachers' Retirement System, under which some type of survivors' benefits would be provided?

YES 35,094

NO 14,517

2. If a majority vote under the preceding question is to provide survivors' benefits, and regardless of how you vote on that question, do you favor that addition be made by

(a) Integration of Social Security (OASI) with the State Teachers' Retirement System, under which the member's social security benefit would be offset against his retirement allowance, substantially as described in column 2 above

... OR

(b) Amending the State Teachers' Retirement Law to provide within the System for survivors' benefits substantially as described in column 2 above

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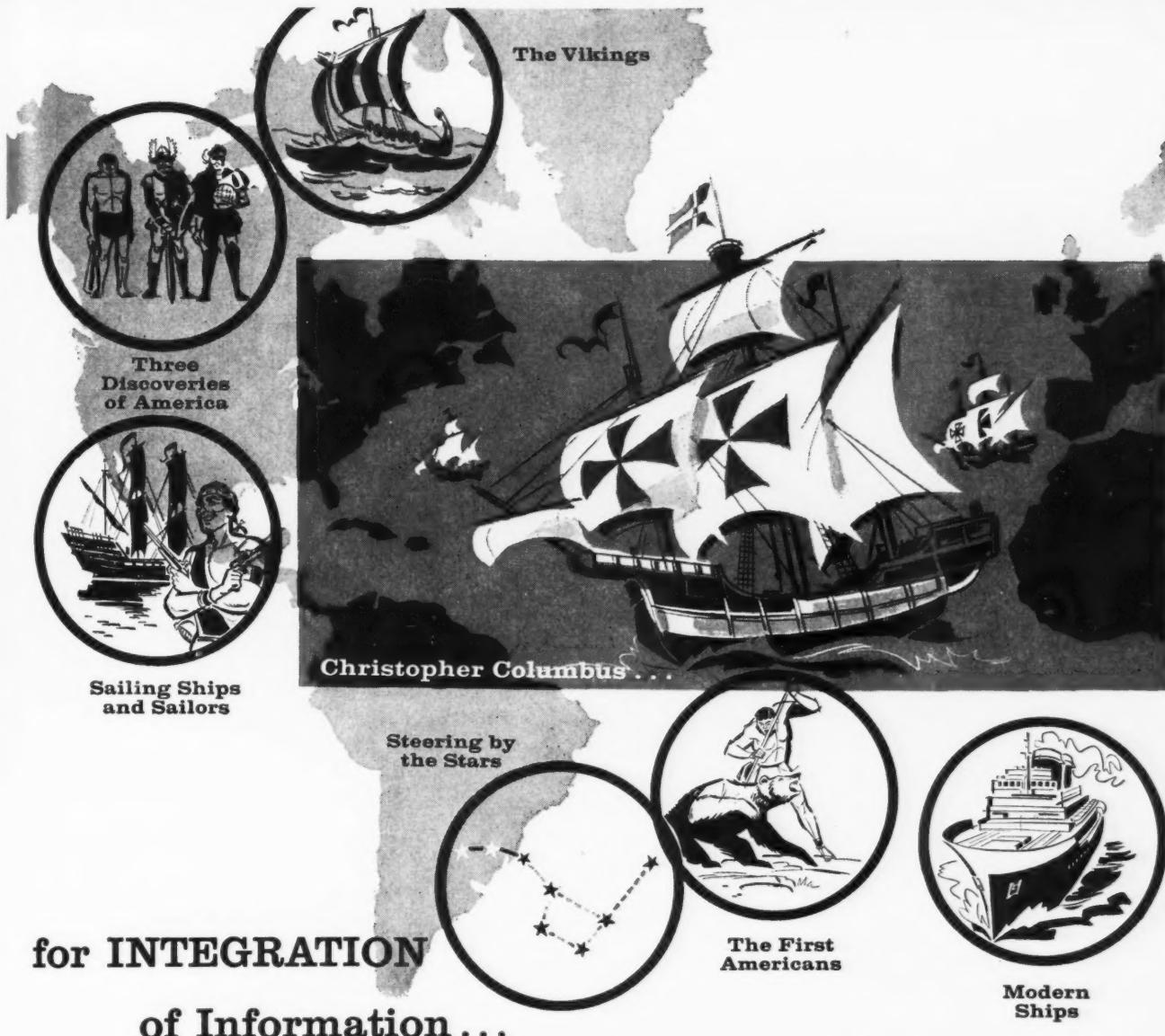
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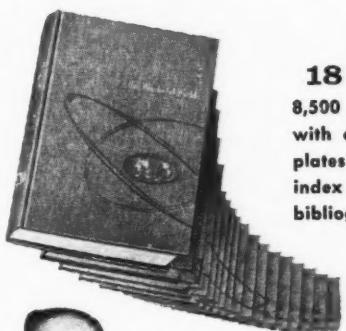
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Ben F. Davis, B.S., M.A., Ph.D., Box
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Associate Professor of Education,
University of Houston, Principal and
teacher in California schools).

Robert W. Friedberg, B.S., M.A.,
8128 Burnham Way, Haywood, California
(Former instructor, Texas
Technological College, Modesto and
San Lorenzo High Schools).



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had been working for some time with actuaries and other authorities on retirement plans. A proposal for a sound system with adequate financing was made at the 1943 session of the Legislature. It did not solve all the problems and some individuals were unwilling to support their professional association in taking a first step in the right direction. This may have been the cause for the bill's being vetoed after successfully passing the Assembly and Senate. But the proposal was sound and the CTA had the facts to prove that it was justified. At a special session called in 1944, the present State Teachers Retirement System was established by law, to go into effect on July 1 of that year.

It was not a perfect system, but year by year the "bugs" in it have been identified and appropriate insecticides applied.

A major change was made by the 1955 Legislature, going into effect the first of July of this year. Calculating retirement benefits on the average of all salary was changed to calculating them on the average of the three highest consecutive years' salaries. Thus years of low pay due to depressions and the lag in teachers' salary increases after World War II will no longer drag down the retirement benefits of teachers leaving the profession.

Costs Go Higher

Other changes beneficial to the teacher were also made by the 1955 Legislature. These, as well as the more favorable method of calculating benefits, all cost money. Fortunately, teachers have become mature enough to recognize this. They are not happier when the increased contributions are deducted from their salaries this year; but they understand the necessity for higher cost and accept their share of the burden. The increased load is being met also by a public that no longer expects to finance teachers' pensions out of incidental monies. In addition to the millions being provided by the state, school districts are paying a contribution to teachers' retirement equal in most cases to three per cent of certified payroll.

There is one major area which most people think of as connected with retirement which is not covered by present provisions of the California Teachers Retirement System. This is the provision of some form of minimum benefits for survivors. By an overwhelming 4 to 1 vote, CTA members indicated in May that Social Security

is not a suitable device for providing protection for the dependents of teachers who die. They indicated they would prefer expansion of the present Retirement System, roughly as described in column 2 of the statement prepared by the CTA Retirement Com-

mittee and printed on pages 5-8 of the April *CTA Journal*.

The next step is up to individual members and local associations. Teachers must build the public and legislative understanding necessary for successful enactment of their choice into law.

CSTA Program Prepares Young People for Teaching

GENE, Dave, Gerry, and Bill expect to be teachers. As officers of the California Student Teachers Association, they are preparing themselves, not only for success in the classroom, but for leadership in the profession of teaching.

More than 3500 college and university students became members of CSTA this year. Representing 30 public and private accredited institutions, these young people engage in a statewide committee program and leadership conferences which give them an understanding of professional problems comparable to those encountered by their senior colleagues.

New Officers Named

Eugene Journey, San Diego State College, is 1956-57 president of the CSTA executive board. Fellow officers include Dave TeSelle, vice president, College of the Pacific; Geraldine Roberts, secretary, Mount St. Marys College; and William Blum, member-at-large, San Jose State College.

At two semi-annual business meetings, similar in scope to the State Council of Education, the CSTA Executive Council conducts studies which reflect a practical appraisal of current trends combined with a willingness to participate with enthusiasm and objective vigor.

At the April executive council meeting at Asilomar, CSTA voted 42 to 5 to affiliate with the NEA student program. The move came after two years of debate over national affiliation. Beginning with the membership campaign this fall, enrollment cards will provide for student membership in the National Education Association.

Program Broadens

The state committee program includes study of improvement of teacher education, recruitment of high quality credential candidates, and the improvement of substandard credentials.

Delegates studied the provisional credential problem, appointed a committee to continue study of the provision's effect on teacher recruitment, the education of teachers under the minimum program, and alternatives which may affect professional growth.

Its Teacher Education and Professional Standards committee urged an intensive study of the quality of the teacher education programs in colleges and universities of the state. "Courses should be more challenging and there should be a more thorough screening of candidates for degrees. An honest evaluation of education courses should be encouraged," the committee's report read.

To Urge Recruitment

CSTA's Recruitment committee prepared a brochure which will be published and distributed this fall to high school students. The organization has assumed active sponsorship of California Education Clubs, the fast-growing high school age affiliate.

The annual meeting was attended by 145 student members from 29 institutions, with 20 faculty advisers. Plans were laid for leader conferences to be held throughout the state in October.

During the year CSTA's influence has spread to the state's junior college level. Associate membership is now provided for lower division students, giving them contact with a professional program although they are not yet credential candidates.

The CSTA program, under the guidance of Dr. Charles E. Hamilton, staff adviser and secretary of CTA's Teacher Education commission shows evidence that the profession faces a complex of responsibilities. Mature evaluation develops rapidly as members study the opportunities and responsibilities before them. Leading teacher educators have stated that the CSTA program supplements the professional curriculum of their institutions.

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FROM THE FIELD

... statewide professional news

NEW CTA CHARTERS

Local association charters approved by the board of directors to date include: 488—Mt. Empire Teachers Club, San Diego county; 489—Victor Elementary Teachers Association, San Bernardino county; 490—Washington Education Association, Yolo county; 491—Southern Shasta Teachers Association, Shasta county; 492—Riverside County (office) Teachers Association; 493—Buttonwillow Teachers Association, Kern county; 494—Orcutt Faculty Club, Santa Barbara county; 495—Association of Marin County Superintendent of Schools Staff; 496—Jefferson Union High School District Association, San Mateo county; 497—Juvenile Hall Teachers Association, Los Angeles county; 498—Willowbrook District Teachers Association, Los Angeles county; 499—Lassen (County) Rural Teachers Association; 500—Washington Union High School Faculty Club, Alameda county; 501—Centerville District Teachers Association, Alameda county; 502—Alameda District Education Association, Los Angeles county.

TV STATION RECEIVES HONOR

George Foster Peabody Award for "Outstanding Meritorious Local Public Service by Television." The TV station is the only one on the West Coast to be honored as a 1955 winner, and the only San Francisco station to receive the honor in the 16-year history of the awards, according to the National Educational and Radio Center at Ann Arbor.

Another Peabody winner is Dr. Frank Baxter, professor of English at the University of Southern California, honored for his "Shakespeare on TV" and other programs in 1955.

In addition to the national award, the outlet of the Bay Area Education Television Association received five awards from the Northern California Academy for Television.

RETIREMENT FOR MANY

During the summer scores of distinguished teachers and administrators retired from the profession. Among them were: Mrs. Myra B. Nelson, associate superintendent of Los Angeles city schools, after 44 years; Guy M. Hoyt, also superintendent of LA city schools, after 31 years; Mrs. Rosa Berry, after 30 years of teaching at El Rodeo school in Beverly Hills; Mrs. Edith Swett, who retired at the age of 80 after teaching 56 years in Kern county schools.

Rose Lawlor of Sutter Creek, retired after 53 years of teaching in the town in which she was born, honored by grandmothers and grandfathers who remember their first classes under her. Walter White, superintendent in Ceres for 33 years and former mayor of the town, retired as citizens named a new school in his honor. Grace Beebe, after 35 years as teacher and vice principal of King City Union Elementary School, was honored at a community reception. J. K. Barnett, director of industrial education at Modesto schools and former president of CIEA, retired after 33 years of service. Emanuel E. Erickson, professor

of industrial arts education at Santa Barbara College, had been a pioneer in his field of education.

Dr. John Aseltine, 37 years of service, had been president of San Diego Junior College and San Diego's assistant superintendent in charge of post-high education. Assistant Superintendent T. Malcolm Brown of San Diego retired after 35 years of service. Charles F. Perrott, high school coordinator for Fresno county schools, will become a private vocational adviser. H. Peyton Johnson, Santa Paula high school, after 33 years. Elliott B. Thomas, principal of Woodrow Wilson School, Oxnard, after 35 years. Mrs. Catherine Davis taught eighth grade for 31 years in Santa Paula. Miss Georgine Erlandson had chalked up 49 years of teaching, most of them in Nordhoff district, Ventura county.

Dr. George H. Bell, president of Mt. San Antonio junior college, had a distinguished career of 43 years in education. F. Everett Jordan, director of Whittier Adult and Continuation Education, had a 40-year teaching career. Chester H. Van Hellen, child welfare and attendance supervisor at Arcadia, completed 30 years in California schools.

Ethel Saxon Ward, who started as a teacher in Shasta county in 1903, retired as assistant superintendent of Alameda county schools, was honor guest at a community recognition banquet. Otto Eckman, audio-visual director of Monterey county, had pioneered his field in 1925. Miss Lois M. Howery, principal of Wilmington junior high school, received tribute at a retirement banquet.

General Electric awarded a series of scholarships to high-school teachers of physics and chemistry for a special program conducted at Syracuse University during the summer. Winners were Merritt Kimball, San Francisco Continuation High; Harold Larsson, Capistrano Union High School; Wesley D. Olson, Calistoga Union High; Hampton Proett, Antelope Valley High School and Junior College, Lancaster; Michael DeGregorio, Willits High; Bernard Goffin, Hart Union High, Newhall; and David Isbell, Ione Union High School.

Dr. J. P. Guilford, professor of psychology at USC, is the author of *Fundamental Statistics in Psychology and Education*, just released in its third edition by McGraw-Hill.

Mrs. Margery A. Warmer, counselor in the San Diego City Schools, is the new dean of women at San Diego State College, effective this month.

A grant of \$36,000 to the U.C. school of librarianship has been announced by the Fund for the Republic. Purpose of the award is to make possible a "study of book selection in California public and school libraries."

F. Wayne Flinn, of Santa Ana, has been named administrative assistant in charge of publications and public information with the Oakland schools.

Dr. James C. Stone, specialist in teacher education since 1952 in the State Department of Education, became director of teacher education for the University of California, Berkeley, on July 1. He will conduct a program on supervised teaching, on which he is being assisted by Dr. Clark Robinson, former director of publications for CTA Bay Section. Stone had served as secretary-treasurer of the California Council on Teacher Education.

CTA Journal won "top story" award in its division at 1955 California State Fair for the cover series last year on Great Californians. Editor Wilson McKenney accepted an engraved bronze plaque from Governor Goodwin J. Knight at Press-Radio-TV dinner in Sacramento the evening of September 1.

At what age should a girl be told about menstruation?

Better a year early than a day late

Maybe you've said to yourself: "My girls are only ten-year-olds; why tell them about menstruation so early?" But while thirteen is the average age when menstruation starts, many girls mature two or three years sooner. Will your young students be prepared for this experience?

To help you do the job that's needed

—we supply two teaching aids: a motion picture and a booklet. Both are being used in schools all over the country to instruct younger girls. The animated film in sound and color is called "The Story of Menstruation." In just 10 fascinating minutes, this 16 mm. movie by Walt Disney Productions tells factually how and why the menstrual process happens. Gives authentic pointers on the care a girl should take of herself when "that day" comes—and the year round. Stressing the importance of daily baths, careful grooming, sensible diet and exercise. "The Story" is told clearly, with dignity and charm.

You'll want your girls to see this remarkable film—available free (except for return postage) on short-term loan.

It has benefited over 20 million school girls. And has won the praise of mothers, teachers, medical and church groups.

Before showing the film you may want to invite parents' cooperation. Many teachers write a note, explaining the need for this instruction. Others arrange previews for mothers and daughters, or for P.T.A. members.

The booklet "You're A Young Lady Now" also helps prepare the pre-teen for menstruation, giving her a sound, wholesome explanation in simple terms directed to girls 9 to 12. Illustrated, easy-reading, this booklet has answered millions of young girls' "growing-up" questions. It may be ordered in quantity so that each girl may have her own copy.

This entire program or any part of it is available to you without charge from Kimberly-Clark Corporation, the makers of Kotex sanitary napkins.

"Very Personally Yours"

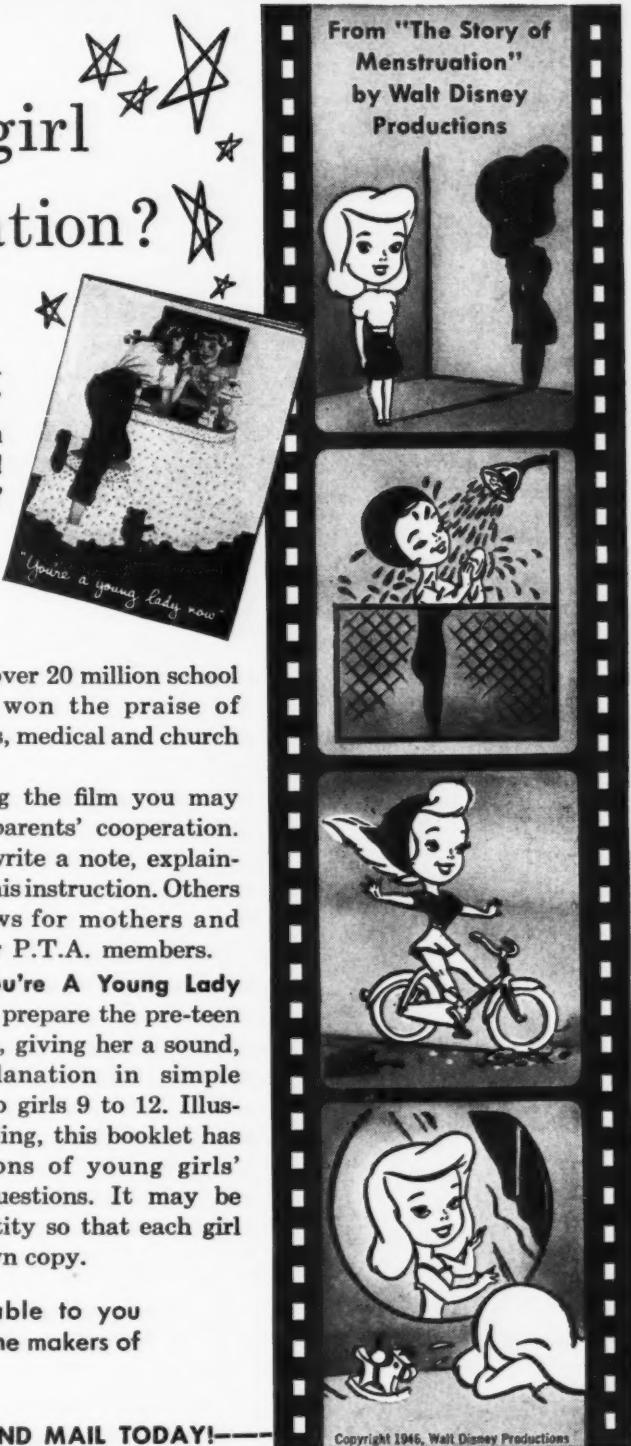


Specially prepared for girls 12 and older. This 20-page booklet provides a more detailed explanation of the menstrual process. Hints about exercises, grooming, sports, social contacts.

Teaching Guide and Menstrual Chart



Hundreds of teachers helped organize this flexible teaching guide. You'll find it adaptable to any teaching situation. The large color chart on menstrual physiology is designed for classroom lectures.



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Please send me free (except for return postage) your 16 mm. sound film
"The Story of Menstruation."

Day wanted (allow 4 weeks) _____ 2nd choice (allow 5 weeks) _____

3rd choice (allow 6 weeks) _____

Also send the following:

_____ copies of "You're A Young Lady Now" (for girls 9 to 12)

_____ copies of "Very Personally Yours" (for girls 12 and over)

Physiology Chart

Teaching Guide

Name _____ (please print)

School _____

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EDUCATION, U.S.A.

..... *national professional news*

Mrs. Helen Crocker Russell, San Francisco, was named by President Eisenhower as a member of the U.S. seven-member delegation to the ninth General Conference of UNESCO to be held in New Delhi, India, next November. **Dr. Herold C. Hunt**, Under Secretary of Health, Education and Welfare, is an alternate.

More than 500 U.S. and foreign teachers will participate in the 1956-57 program of Exchange of foreign teaching or seminar study arranged by U.S. Office of Education. One hundred American teachers, including 15 from California, left in August for exchange posts in the United Kingdom. Applications and complete information regarding 325 teaching positions abroad may be secured from Teacher Exchange Section, Office of Education, U.S. Dept. of Health, Education, and Welfare, Washington 25, D.C. Applications for 1957-58 school year and summer of 1957 close October 15.

For the first time since 1928, California leads in total number of NEA enrollments with 51,750, the highest ever recorded by a state. With exception of 1938-39, Pennsylvania had led since 1929; still leads in percentage of teachers belonging to NEA (71%). California rated 52% in NEA as of May 31, but has a long way to go to reach CAP goal of 57,750 set for May 31, 1957.

Widely publicized Bay City, Michigan, plan of using non-professional "teacher aides" to help compensate for a shortage of teachers and classrooms was declared questionable by **T. M. Stinnett**, secretary of the NEA Commission on Teacher Education and Professional Standards.

Invitation to Teaching . . . If You Have What It Takes is the title of a booklet issued by NEA, providing young people with up-to-date and accurate information on the teaching profession.

Person to Person, 48 pp, 75c, published by NSPRA this summer, is an excellent guide to the classroom teacher's public relations.

Henry Toy, Jr., former executive director of the National Citizens Council for Better Schools, has been elected president of the organization.

More than 3000 delegates attended the 60th annual convention of the National Congress of Parents and Teachers in San Francisco May 20-23. **Mrs. Rollin Brown**, Los Angeles, presided.

Dr. Romaine P. Mackie was appointed chief of the section on exceptional children and youth on the staff of the U.S. Office of Education. Ten years ago she was consultant on a state-wide program for the physically handicapped for the California State Department of Education.

Southwest regional convention on exceptional children will be held November 7-10 at Phoenix, Arizona. The California chapter of International Council for Exceptional Children (NEA) will have strong representation.

National Association of Manufacturers continues a nationwide drive to help school systems "obtain locally the funds they need to meet all legitimate requirements."

NEA has signed a contract with Theodore Granik, founder of "Youth Wants to Know," weekly television program, to cooperate in future productions. The program is telecast Sundays 2:30 to 3 p.m. EST, over NBC network.

Promotion of **American Education Week** (November 11-17), sponsored by NEA, is being boosted by big-name writers and artists. Order blanks for materials, booklets, films, scripts and plays may be secured from AEW, NEA, 1201-16th St., NW, Washington 6, D.C.

Agnes Mills, elementary teacher at Pacific Grove and president of CTA's Central Coast Section, was elected Southwest regional director of Classroom Teachers Department (NEA) at Portland convention.

Pacific regional president of National Art Education Association is **Mayo Bryce**, associate professor of art education, San Francisco State College. Representative is **John Olsen**, Long Beach State College.

Appointments to NEA committees and commissions this summer included: **Arthur F. Corey**, CTA executive secretary, to Educational Policies Commission; **Mrs. Mary Jo Tregilgas**, Palo Verdes Estates, to the Legislative Commission; **I. James Quillen**, dean of Stanford school of education, to International Relations committee; **Myrtle Gustafson**, Oakland, to NEA and American Library Association committee; **John Palmer**, Marysville, to the Budget committee.

National Council of Teachers of English will convene at St. Louis November 22-24, using the convention theme: "A man's reach should exceed his grasp."

A grant of \$225,000 from the W. K. Kellogg Foundation was awarded to Stanford University. According to **Dr. William R. Odell**, professor of education and newly-appointed director of the project, the fund will be used for a four-year program of leadership development in public school administration. Part of the funds will be used for 20 annual fellowships at Stanford, averaging \$3000 each.

Dr. Arthur G. Coons, president of Occidental College, is the newly-appointed chairman of a subcommittee of the President's Committee on Education Beyond the High School.

Paul Crabb, superintendent of schools for Vallejo, was a witness before the Perkins subcommittee of the Congressional Committee on Education and Labor. He testified on the need for extending Public Laws 815 and 874, dealing with so-called federally impacted areas.

"**PR Trading Post**," published by the NEA, singled out the **San Lorenzo Teachers Association** as an example of a local association with a scholarship fund for future teachers.

WCOTP MEETS AT MANILA

Manila, capital city of the Philippine Republic, was the meeting place for the World Confederation of Organizations of the Teaching Profession, August 1-8. Californians in attendance included **Elizabeth Yank** (Marysville), representing the NEA Department of Classroom Teachers; **Mrs. Rollin Brown** (Los Angeles), representing the National Congress of Parents and Teachers; **Mrs. Mabel R. Richey**, retired Lodi teacher; and **Francis L. Dragg**, former assistant superintendent of schools for San Diego County, and now a basic education specialist with the U.S. Operations Mission to the Philippines. Topic for the conference was "The Teacher and the Well-Being of Society."

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They improve teacher guidance and student learning, develop good posture, may be used in groups or rows

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Universal Lifting-Lid Desk No. 534. Aluminum-banded Amerex® metal-and-plastic, non-slam top provides large work surface at 10° slope, or level. Top lifts for full access to book-box. Cradleform swivel seat.



Universal "10-20" Desk No. 536. Has aluminum-banded Amerex metal-and-plastic top. Roomy, sanitary, one-piece steel bookbox. Top adjusts silently to 10°, 20°, or level. Automatic fore-and-aft seat adjustment. Cradleform swivel seat.

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Window Shades
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School Papers
Art Materials
Primary Materials



Standard School Broadcast Schedule

"The Worlds of Music"

VIBRATION AND SOUND	Oct. 11
SONG	
Folk Song	Oct. 18
Religious Song	Oct. 25
Song and Drama	Nov. 1
Grand Opera	Nov. 8
DANCE	
Folk Dance	Nov. 15
Ballroom Dance	Nov. 29
Dance and Drama	Dec. 6
Ballet	Dec. 13
INSTRUMENTAL MUSIC	
Percussion Instruments	Jan. 3
The Woodwinds	Jan. 10
Brasses and the Band	Jan. 17
Strings and the Symphony	Jan. 24
MUSIC MAPS THE WESTERN HEMISPHERE	
Aboriginal America	Jan. 31
Colonial America	Feb. 7
The "Mirage" Lands	Feb. 14
New Nation	Feb. 21
Neighbor Nations	Feb. 28
Hemisphere Crossroads	Mar. 7
NEW WORLD — NEW MUSIC	
New People-New Songs	†Mar. 14
New Lands—New Dances	†Mar. 21
American Musical Theatre	†Mar. 28

Other lessons, dates, and the list of stations broadcasting the Program are given in the Teacher's Manual.

TEACHER'S MANUAL—FREE

Available to teachers or leaders of listening groups. Request Cards have been sent to principals of Western schools. For additional Request Cards, write to Standard School Broadcast, 225 Bush Street, San Francisco 20, California.

[†]Oregon stations only: March 14 program will be March 21. March 21 program will be March 28. March 28 program will be April 4.

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OF CALIFORNIA**



Special Services for You

Insurance savings through CTA group plans are major consideration

YOU can save money by carrying a CTA membership card.

Three out of every four teachers employed in California have found that out, sometimes to their pleasant surprise.

If you are interested in stretching your paycheck, you will be interested in the money-saving services available through CTA state headquarters and Section offices.

The insurance program, with four types of essential coverage and two more types soon to be announced, provides discounts from quoted standard rates. Discount services may be used through the San Francisco or Los Angeles offices. Credit unions, operating under federal or state charters, provide low-cost lending facilities in some areas of the state. And to complete the special services picture, CTA members may have placement services at reasonable rates and have preferred status on budget travel plans.

Now in its sixth year of successful operation, the CTA automobile insurance plan covers more than 25,000 automobiles. It can claim savings of many thousands of dollars for policy-holders who have received dividends every year averaging between 20 and 25 per cent. Total savings, including the current 20 per cent initial discount, is currently more than 35 per cent below standard rates.

California Casualty Indemnity Exchange, underwriter of the automobile plan, has consistently made minimum charges for operating expense, with low costs reflected in maximum dividends to members.

Homeowner Plan

Last fall the CTA board of directors approved a new fire insurance plan which is being administered by California Casualty. Advertised in CTA *Journal* as the Homeowners Policy, the single package plan covers fire on dwelling and personal property, theft on contents both at home and away from home, personal liability, and glass breakage. To date more than 1000 policies on this coverage have been

written and the plan is meeting wide approval. They are written on individual basis and do not require group action. Broader coverage may be purchased at small additional cost. Savings, including the estimated 25 per cent dividend at the end of the three-year policy period, are expected to be approximately 40 per cent below the cost of comparable coverage purchased on a separate policy basis.

Full information about either the automobile or homeowners plans may be obtained by using the coupons provided on the covers of the *Journal* or by phoning collect to SUtter 1-2600, San Francisco, or MADison 6-1461 in Los Angeles. Speakers are also available for meetings of local associations for explanation of any of the insurance plans.

During its first five years of operation, the CTA Blue Cross Health Plan enrolled more than 42,000 members. Nearly all the larger CTA chartered local associations have enrolled in the group plan and more are being added to the list every month. Annual premium has passed the two million dollar mark. Loss ratio of the plan, which enrolls only teacher-members, was reported at 82.2 per cent for the first three years of operation, which compares favorably with ratios of other employment groups.

At minimum rates, the plan provides hospitalization in case of illness or injury. In addition to three added benefits last year, Blue Cross has announced that, effective September 1, three more major benefits will be offered without rate increase. Full details of the plan are available from most local association presidents or from CTA Special Services department.

Income Protection

A new income protection insurance plan, placed in operation by CTA's assigned agents last year, provides payment of a substantial indemnity to teachers for days for which they lose

(Continued to page 49)

A

RE YOU PREPARED FOR THEIR QUESTIONS ON MENSTRUATION?

Explaining menstruation to young girls is a delicate matter. And now more than ever, the responsibility is shared by teachers as well as parents.

To help you cover this subject simply and clearly, Modess offers a complete program of outstanding educational material for use with mothers of the girls and with the girls themselves.

Order as many copies as you wish . . . *free* from the makers of Modess Sanitary Napkins and Belts.

1. "SALLY AND MARY AND KATE WONDERED"—a charming booklet for girls 9 to 12. Introduces the subject of menstruation in simple, clear terms.
2. "GROWING UP AND LIKING IT"—booklet for girls 12 and older. Illustrated, explains menstruation in a teen-ager's language. Includes tips on health, beauty and poise.
3. "HOW SHALL I TELL MY DAUGHTER?"—beautiful booklet for mothers. Suggests how, when and what to tell pre-teen girls about menstruation.
4. "EDUCATIONAL PORTFOLIO ON MENSTRUAL HYGIENE"—complete teaching portfolio. Includes a teaching guide, large anatomy chart, plus copies of above booklets.
5. "MOLLY GROWS UP"—award-winning movie for girls 9 to 14 . . . also excellent for showing to mothers. First movie on menstruation done with *live* actors. 16 mm., black and white, sound—running time, 15 minutes. (On free loan.)
6. "CONFIDENCE BECAUSE . . . YOU UNDERSTAND MENSTRUATION"—new color filmstrip for girls 14 and older—the first on menstrual hygiene. Versatile teaching aid . . . may be stopped at any time for discussion. 35 mm., with or without 15-minute sound record. Yours to keep.

**Complete
menstrual education
program FREE!**
*Graded, easy to use
in class
or for discussions
with parents*



Director of Education, Personal Products Corp.,
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Please send me *free*:

____ Copies of "Sally and Mary and Kate Wondered" ____ Copies of "Growing Up and Liking it" ____ Copies of "How Shall I Tell My Daughter?" ____ One "Educational Portfolio on Menstrual Hygiene"

____ 16 mm. movie, "Molly Grows Up" (on free loan)

____ Date wanted ____ Alternate date

____ 35 mm. filmstrip, "Confidence Because . . . You Understand Menstruation" ____ with sound ____ without sound. Record: ____ 16", ____ 12", ____ Univ. 12" Record speed desired: ____ Date wanted ____

Name _____ (PLEASE PRINT)

School _____ Grade _____ Course _____

Street _____

City _____ State _____

What I'd like to know is -

Professional questions answered by HARRY FOSDICK, Secretary of CTA Commission on Personnel Standards.

Sabbatical Leave

Q. Our school district, which has 70 teachers, does not give a sabbatical leave. Is there anything in the Education Code in regard to this?

Ans. There is nothing in the Education Code which compels a school district to grant sabbatical leave. The sections dealing with this subject make it permissive rather than mandatory. Since sabbatical leave policies are becoming increasingly common in California school districts, the study and preparation of a recommended board policy governing this matter would be a proper and desirable project for the appropriate committee of your local CTA chapter.

witness at the time he is served with a subpoena. A district policy allowing any employee the difference between his witness fee and the regular salary would seem reasonable in cases like yours, and such a policy might well be prepared and recommended by your CTA chapter.

• • •

Personal Mail

Q. When a sealed envelope bearing the school address but clearly marked for the attention of one individual teacher on the staff is delivered to the school office, is it ethical for the principal to open, read, and retain such a letter? In this instance, the letter was in an envelope of the personal correspondence type, bearing the return address of a doctor. The letter was a personal, friendly note to the teacher. It was held by the principal for several weeks until the teacher, having learned about it from the sender, asked for the letter.

Ans. Addressing a personal letter to a school and merely marking it to the attention of an individual is no way to address personal mail. It could be presumed that such an envelope contains school business and the policies of the institution for handling such mail would prevail. However, holding such a letter instead of immediately forwarding it to the person to whose attention it was directed is obviously discourteous, and is contrary to human ethics as well as teacher ethics.

• • •

Is It Fair?

Q. When is the Association going to curtail the recruitment of out-of-state teachers? Those of us who have attended college in California for five years to satisfy the rigid requirements of regular certification must compete on an unequal basis with the influx of inexperienced but non-credentialed teachers. Is it fair to us young teachers who must take second best because of

lack of experience? Is it being selfish to ask that available California teachers be considered first for California teaching positions?

Ans. First, I want to assure you that the California Teachers Association does no out-of-state recruitment. It is true that many district administrators responsible for staffing their schools do so. This is easily explained when we realize that California teacher education institutions annually graduate less than half the teachers needed in this state.

We are striving to end the employment of teachers not qualified for regular California credentials. Beyond that restriction, it is difficult to prevent any district from selecting those applicants they consider best qualified, even though they may have obtained their education in another state.

• • •

Paid Advertising

Q. Is it ethical and advisable for a local teachers association to use paid advertisements in local newspapers as a means of carrying its message to the people of the community?

Ans. Use of this channel certainly is available to a teachers association and is a common device employed by top-flight public relation experts.

The advisability, and perhaps to some extent the ethics, would depend on the nature of the copy to be placed in the advertisement. If this were to be an instrument for stirring up public pressure in support of salary demands or other issues up for board consideration, there could be grave doubts from both standpoints unless the board and professional staff had reached an intolerable impasse in their relationships. If the ads were designed to force board's action in compliance with the association's request, the ultimate result might well be negative.

On the other hand, if the ads were used to gain public support for an action the board desired or intended to take, the copy could be written in a manner which would be professional and helpful. The Redwood City Teachers association, among others, has used advertising regularly as a public relations instrument. In several instances, local associations have used large display ads to tell their side of the story

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when major community upheavals involving the schools occurred.

The main warning reverts to the phrase used above—paid advertising is a device used by top-flight public relations experts. But it would be well for any association to seek expert guidance before exploiting this channel of communication.

• • •

Merit Rating

Q. What is the CTA policy in regard to inclusion of merit rating factors in district salary schedules?

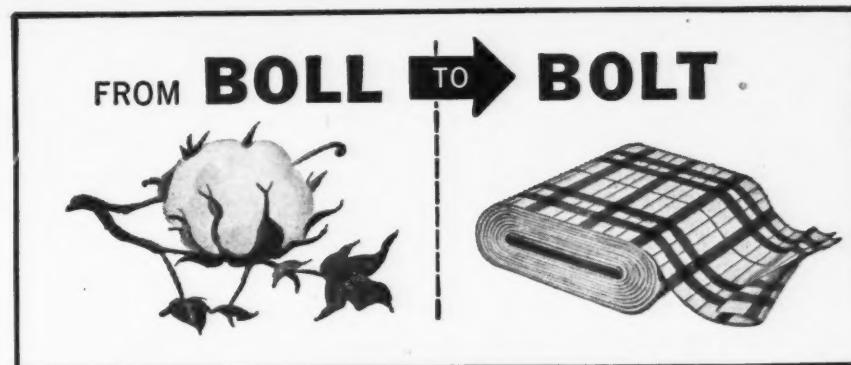
Ans. Essentially the CTA State Council and its Salary Committee have adopted a Missouri, or "show me" attitude regarding merit-type salary schedules. They have opposed all plans which have been reported or proposed so far, but they invite anyone to offer a plan which has been shown to increase efficiency through salary incentives more than it destroys staff effectiveness through lowered morale. They will even assist in searching for such a plan.

Until such a workable program is discovered, the CTA advises retention of the preparation-experience type schedules. They seem to support the policy action taken by one district board which resolved "not to encourage or excuse the retention of inferior employees by the payment of lesser salaries."

So much pressure to adopt some form of merit payment is being exerted from outside the profession right now that the Salary Committee undoubtedly will continue to give increasing study to all proposals. It's true that most of this pressure is based on false or debatable arguments, but it is coming from sources which cannot be ignored.

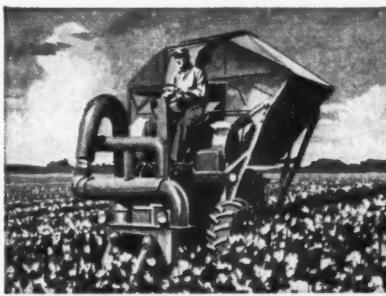
We are aware of the hazards and objections. Perhaps we'd do well to lead the search for a plan which avoids these known pitfalls despite the general conviction among teachers that there is no such plan. If that's true, the profession at least can escape the charge of being merely obstructionists to the idea without willingness to join the search for an answer.

After vigorous debate, the National Education Association, at its convention this summer, opposed the adoption of any merit rating plan as applied to teachers, as such plans are now known to us.

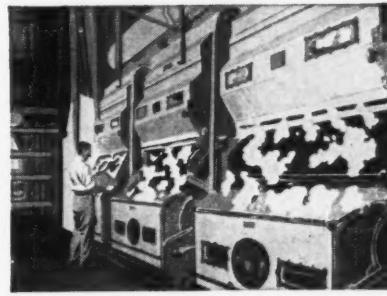


AMERICA'S RAILROADS MAKE THE CONNECTIONS!

How many uses of cotton can you think of? Think hard—because there are actually over 10,000 of them! To bring this vital, versatile fiber from field to your favorite store requires the efforts of more than 10 million people—and dependable, economical railroad transportation!



America's cotton is grown over a vast region that covers parts of 20 states and one-fourth our land area! Much cotton is still picked by hand, although machines like this are becoming common.



First stop is the cotton gin, where ingenious machinery draws the fibers through tiny openings, removing the seeds. Seeds are later used to make oil, feed and fertilizer.



Ginned cotton, now in 500-pound bales, is loaded into boxcars and shipped to mills where the fiber is spun into thread or yarn. Railroads may carry the cotton once again before it is woven into cloth.



Batiste, organdy and voile are some of the fine, lightweight fabrics now made from cotton. But it also has many unusual uses. For instance, our "paper" money is really 75% cotton!

Tying together the growing, weaving and marketing of this great commodity is the world's most efficient mass-transportation system. The heart of that system is our railroads, serving you at a lower average cost than any other form of general transportation.

**Association of
American Railroads**
WASHINGTON 6, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 25.

*Teachers Know
and
Teachers Agree
You Will Find*

EXPERIENCES IN HOMEMAKING

New Edition

BY LAITEM - MILLER

Presents complete units in readable, informal style.

Contains arresting illustrations and titles.

Includes all phases of homemaking:

Family relations — hygienic practices — nutrition — clothing — home care of the sick — interior decoration.

EXPERIENCES WITH FOODS

BY L. BELLE POLLARD

Well-organized and handsomely illustrated with pictures, colorful photographs, and step-by-step charts.

Written in a sociable, interesting style.

Geared to teen-age interests.

Nutrition, judgment, economical planning, and principles of good cookery. Based on a practical three meals-a-day plan, reinforced by a cookbook following the main text.

**GINN AND
COMPANY**

260 Fifth Street

San Francisco 2, California



Two dozen Californians took part in the 12-day Classroom Teachers National Conference which followed the NEA convention at Lewis and Clark College, Portland. More than 300 teachers from all parts of the country attended the 13th annual meeting. California participants are shown above.



ARTHUR F. COREY, executive secretary of California Teachers Association, gave the tenth anniversary banquet address at the national conference of the NEA Commission on Teacher Education and Professional Standards at Pacific Lutheran College, Parkland, Washington, June 30. Described as a daring and forceful statement of the problems of teacher preparation, the speech was widely publicized in the press. Shown above with Corey, left, are Ralph W. McDonald, president of Bowling Green State University, Bowling Green, Ohio; Philip J. Wardner, high school teacher of Garden City, N.Y., commission chairman; and T. M. Stinnett, Washington, D.C., executive secretary of the commission.

Research On Gifted Child Available

The *Research Résumé*' series of the State Advisory Council on Educational Research now numbers two with the revision of the original bibliography on education for the gifted child, appearing at first in an issue of *California Journal of Educational Research*.

Research Résumé' No. 1 is a thorough revision of the original edition by the authors, J. C. and May S. Gowan, of Long Beach State College. It contains 329 items, annotated for the convenience of the reader.

Research Résumé' No. 2 is a summary of current gifted child education in California schools, completed by Dr. Lillie Bowman, San Francisco Unified School District, for the gifted child edu-

cation committee of the State Advisory Council on Educational Research. It includes not only a summary chapter, but an extended number of extracts taken directly from the publications and replies of the original respondents.

Research Résumés are not mailed free to school districts, as are the research bulletins of the CTA Research Department. They may, however, be ordered from the Research Department at a price of \$1.00.

The State Advisory Council on Educational Research is at present at work on a third *résumé* to be presented at the Eighth Annual Educational Research Conference, next November 16-17. It is to cover the subject of local school district research.

More than
8000 *teachers*
in more than
100 *Chartered Chapters*

Have already enrolled in the new C.T.A. Group INCOME PROTECTION PLAN. As you read this message additional C.T.A. Chapters are being enrolled in this attractive low cost insurance plan. A serious accident or illness may drain a lifetime's savings. The C.T.A. INCOME PROTECTION PLAN was designed by California teachers to provide this needed protection. There is no substitute for CASH to meet our daily living needs.

Suggest to your President that a Company Representative be invited to discuss the details of this worthwhile group program.

Washington National
INSURANCE COMPANY

Evanston, Illinois

416 West Eighth Street
Los Angeles

681 Market Street
San Francisco

The NEA full hour feature film "A Desk for Billie" will be shown across the country in a unique and dramatic presentation during a "national television premiere week" September 16 to 23.

Twenty copies of the film have been purchased by CTA, county superintendents, audio-visual departments, and local teacher organizations, to be made available for local showings and for California's premiere week. Readers are urged to check local newspapers for listing of channel and hour.



Teacher provides eyeglasses for underprivileged Billie.

A Desk for Billie

IT all started when the heart and soul of a small girl cried out to be like others. At the tender age of six years, this child who sat beside numerous campfires in traveling from one "hobo jungle" to another, was convinced that SCHOOLS made the difference between "rubber bums (itinerants) like us and people who lived in houses."

So it began—Billie's fight for an education.

The life story of this determined youngster, now Mrs. Billie Davis, writer, lecturer and editor—and happily married to a minister—appeared in the *Saturday Evening Post* in December 1952 in an article titled "I Was a Hobo Kid."

Little Billie Crawford, whose family migrated from place to place, and state to state, had most of her experiences in California. She would walk into a school building, and in a half-provocative, half-pleading fervent little voice, make the one request she was to reiterate many, many times, "I would like to go to school here, please." Then with excited happiness she would take her place in a classroom at a desk of her own . . . a desk from whose secure haven Billie looked out with steady eyes and knew herself to be on equal terms with every other child there.

When the children made fun of her and called her a "dirty gypsy," Billie would think to herself about the better grades she was getting and it wouldn't hurt so much inside.

It was a high school principal, E. B. Dykes of Coachella Valley Union High School, who broke the rules regarding subjects listed for migrant youngsters. With the cooperation of the teachers there, Billie's courses included History, Spanish and Dramatics. The dramatics teacher, Ralph M. Grove, remarked that this wide-eyed earnest child "was in the dramatics class to learn rather than to waste her time." That she was "there to learn" was voiced by every one of Billie's teachers. Their perception and understanding of the difficulties of the daughter of itinerant workers helped her to grow and to learn.

Billie Crawford, sitting on the ground beside an overturned orange crate, a kerosene lantern for light, did her homework night after night. Then came the day when with proud bearing and happiness in her heart, as a young woman, she graduated from East Bakersfield High School, taking her place with the honor students.

Right after Mrs. Davis was presented at the National Education Association Representative Assembly at Madison Square Garden in New York during the summer of 1954,

plans were under way for the filming of her life story. Now completed, this NEA film "A Desk for Billie" salutes the teachers who "fanned the flickering flame."

Reflecting, Billie Davis remembers that "every school held for me a mystical beauty . . . wanted to make me smooth and clean—and smart." Presented for the NEA Centennial year, Mrs. Davis hopes that the film will help teachers recognize "the potential power of their influence to shape a life, to change a destiny and to free a world." This warm and compelling story is a splendid illustration of the NEA Centennial theme, "An educated people moves FREEDOM forward!"

Under the direction of Irving Rusinow of Washington, D.C., Agrafilms director, "A Desk for Billie" was produced.

The talented youngster selected for the part of the young Billie is Nancy Pinet, granddaughter of the late Frank Pinet of Topeka, executive secretary of the Kansas State Teachers Association for 25 years. A number of the scenes were "shot" in Kansas and Texas for some of the outdoor settings. The combined efforts of the Little Theatre group, the schools, the teachers and the University of Kansas at Lawrence, went into part of the Billie Davis film.

Mrs. Gladys Six, teacher at Lawrence Junior High School, observed that the seven and eight-year-old youngsters gathered on her living room floor for rehearsals, were reading from adult movie scripts. They were rarely assisted in pronouncing a word. *Johnny can read!*

SEE FILM ON TV

Thirty-one California television stations have scheduled telecasts of "A Desk for Billie" during the premiere week September 16 through 23. The exact time schedule is incomplete. Bakersfield: KBAK, KERO; Chico: KHSI; Eureka: KIEM; Fresno: KFRE, KJEO, KJM; Los Angeles: KABC, KCOP, KHJ, KNXT, KRCA, KTLA, KTTV; Redding: KVIP; Sacramento: KBET, KCCC, KCRA; Salinas: KSBW; San Diego: KFBM, KFSD; San Francisco: KGO, KPIX, KQED, KRON, KSAN; San Jose: KNTV; San Luis Obispo: KVEC; Santa Barbara: KEYT; Stockton: KOVR; Tulare: KVVC. Check your local newspaper for time and channel. Some of the showings will be in color.

DEMOCRACY IN ACTION

SCENE I

MISS MARY BALL (at telephone)—
"Is this the Tournament of Roses office?
Thank you. I'm Mary Ball of California
Teachers Association. I'm calling to
rent the Rose Bowl for another meeting
of CTA. . . . Yes, we expect about
85,000 people. . . . Yes, it's our regular
meeting, semi-annual, you know. . . .
Yes, we make all our decisions at meet-
ings of all our members, either in the
Rose Bowl or at Berkeley Stadium. . . .
Yes, the usual arrangements . . . Loud-
speakers . . . platform for speakers. . . .
Yes, yes, yes. . . . April 12 and 13. . . .
Price the same? . . . Yes. . . . Twenty
thousand dollars. . . . O.K.—Bye."

SCENE II

PLACE: The Rose Bowl in Pasadena.
The stands are full, with teachers from
the six CTA Sections seated in their
respective areas.

VOICE FROM SOUTHERN SEC-
TION: "Mr. President, I move we dis-
pense with the calling of the roll."

(Motion is seconded, put and carried
by a voice vote which thunders down
the canyon and blows two Jags and a
motorcycle off the Arroyo Seco Bridge.)

(LATER IN THE DAY)

VOICE FROM THE BAY SEC-
TION: "Mr. President, I move that

CTA sponsor an amendment extending
the Tenure Law to every full time
teacher in the state."

(The motion is seconded and put to
a voice vote. The volume of ayes and
nays appears to be equal in intensity.)

PRESIDENT REES: "The Chair is
in doubt. A roll call is demanded. All
whose names begin with the letters A
through M please remain in the Bowl.
All from M through Z may be excused
until tomorrow. The secretaries, work-
ing in relays, will please call the roll."
(DEMOCRATIC, WHAT?)

* * * * *

IT would be ideal, wouldn't it, if all
CTA determinations could be made
by vote of all members? Just as it
might be if all national decisions could
be made by vote of all citizens.

But it would be a bit ponderous, not
to say expensive and impractical.

Wherefore, procedures have been
established and machinery set up for
democratic procedures by CTA mem-
bers through elected representatives,
Section committees and councils, state-
wide committees, commissions and the
State Council of Education.

The process by which an individual
can be sure that his ideas are heard by
the State Council—final authority in
the making of policy—is unobstructed.
An individual member whose idea is
not approved anywhere along the line,
may personally present it to the State
Council for consideration even though
he himself is not a member of that
Council.

Most policy moves from local asso-
ciations, through Section committees,
via Section councils, through statewide
committees and thence to the State
Council itself.

Representatives Named

Members of committees are nomi-
nated by the Sections—traditionally, to
suit, when possible, the desires of the
Sections' State Council members—and

appointed by the State Board of Directors.
Committee chairmen are named by the State Board of Directors. Committee members are appointed annually and may be reappointed as long as they are members of the State Council, which tenure cannot exceed nine years.

All committees meet at the time of the
two State Council meetings, in April and December. They may, and most of them do, meet at two other times during the year, and may, with the approval of the State Board of Directors, hold additional meetings. Their reports and recommendations are presented to the semi-annual State Council meetings for approval, amendments, or rejection.

In order to facilitate the flow of ideas and action from the Sections to the State Council, Section committee chairmen are ex-officio members of all state committees.

Everybody Has a Voice

It should be noted that to have an idea given consideration by a state committee it is not even necessary to send it along through channels. Any individual member may present an attitude or a recommendation to any committee, either in person or in writing.

The nine CTA committees and the
approximate number of members of

each, are as follows: Financing Public
Education, 36; International Relations,
24; Legislative, 48; Moral and Spiritual
Values, 27; Retirement, 29; Salary
Schedules and Trends, 28; Teacher
Education, 34; Tenure, 27; Youth Activities
and Welfare, 26. Each committee is assisted by a recorder, who is a member of the CTA staff, and by a counselor or consultant, who is usually a member of the CTA professional staff.

Four commissions, each with a spe-
cific function, play an important part
in the life of the Association. Com-
missions are appointed by the State
Board of Directors for terms which vary
with the different commissions. Mem-
bers need not necessarily be on the
State Council. They are the Com-
missions on Educational Policy, NEA
Relations, Personnel Standards (for-
merly Ethics) and Teacher Education
(formerly Teacher Education and Pro-
fessional Standards). The Personnel
Standards and Teacher Education Com-
missions are staffed by full time exec-
utive secretaries. The Executive Sec-
retary of the Association functions as
Secretary to the Commission on Educa-
tional Policy.

The structure of the Association also
includes the Classroom Teacher Pres-
idents' Committee, composed of the
Classroom Department president of
each of the six CTA Sections.

South Seas school girls wear their money to school...



Modern misses buy clothing with money from PF!



NEED MONEY FOR BACK-TO-SCHOOL EXPENSES?

Teen-age school girls are the same the world over. Some South Seas girls wear their money as shell necklaces, dog's-teeth bracelets and polished bones. Modern American misses wear their money, too, but as costly clothing.

This time of year, back-to-school time, is costly... a good time to have a good friend nearby like Pacific Finance to help you with these heavy expenses.

There's a friendly PF office near your home or work... convenient to help you with all financial problems. Check your phone book for the PF office nearest you.

pf **PACIFIC**
FINANCE *Loans*

Home Office: Los Angeles, California



Westward Movement In Films



A covered wagon and students in costume help give the feeling of pioneer days. Above is a scene from a school pageant last May at the Hillside School in the Franklin McKinley district, Santa Clara county. The discussion of audio-visual aids below and in succeeding editions will reflect the "Land of Promise" theme indicated on page 5.

By H. BARRET PATTON

Only a short time ago California celebrated one-hundred years of statehood. In thinking of the ways of illustrating this period, we might begin with an Aero-Plastic Relief Map of the United States. Such a map gives a clear concept of mountains, valleys and geographical barriers.

Forerunners of the Westward Movement were the fur trappers. The life and conditions under which they existed are excellently portrayed in the motion picture "Fur Trappers Westward" produced by Arthur Barr. This film is well correlated with the state text *Our California* in chapter one. It provides excellent supplementary mate-

rial for the new basic state text *Exploring Our Country* in the section on "Early Days in California." It would also be very helpful to use with the new basic eighth grade text *America Land of Freedom* with the section "The Nation Reaches the Pacific Ocean."

A film that depicts life in the period that followed is "Gold Rush Boy" produced by Churchill-Wexler. In this film a day in the life of a boy is presented as it may have been during this historic period.

An art print such as the "Ironwood Tree" by James Swinnerton will give a feeling of the vast spaces of the desert regions crossed by early pioneers.

"Winning the Far West," a filmstrip by Yale University Press, covers westward expansion from the Mississippi River to the Pacific. Here are reproduced authentic pictures of the Lewis and Clark expedition, prospectors, settlers, Indians and the first transcontinental railroad, which give an excellent overview of this period.

Songs of this era have a great deal of pupil appeal. An album of records that is exceptionally well done is "Songs of the Frontiers" by Burl Ives, distributed by Encyclopaedia Britannica Films. This album contains early American songs about Indians, ox wagons, cattle drives, and homesteaders.

It was a great period in the growth of our state and nation, and these few samples are mere examples of the vast amount of stimulating material covering this period.

Next month the *Journal* will note in this department "Development of Railroads and the Importance of Transportation to the West." We should like to hear of the Audio-Visual Aids you have found to be successful in this field. Send any information concerning such materials to the *CTA Journal* or to the writer at 2320 Moorpark Ave., San Jose.

Assembly Textbook Committee Needs

Views of Experienced Teachers

EMPHASIZING that "there exists a serious elementary textbook problem in California," an interim subcommittee of the Assembly Education Committee released a 120-page report in April. The most serious aspect, according to Chairman Donald D. Doyle of Contra Costa county, is "the drastically limited choice and use of textbooks available to California elementary schools under the present state adoption system."

Although the committee surveyed hundreds of board members and administrators, as well as textbook publishers, Assemblyman Doyle says the views of teachers are needed to com-

plete the study. He reports an unprecedented demand for copies of the report, in addition to a great amount of correspondence from California teachers.

Chairman Doyle has requested the *CTA Journal* to urge elementary teachers to "submit their own views to the Assembly Education Committee to help complete the record on this important educational topic." Letters and comment, as well as requests for the basic report, may be addressed to Mr. Doyle at 3718 Grand Avenue, Oakland.

Serving on the sub-committee on textbooks with Assemblyman Doyle are Dorothy M. Donahoe of Bakersfield and Walter I. Dahl of Piedmont.

The
**ARITHMETIC
CLINIC**



NEED MEMORY DRILL BE DULL?

by Dorothy Weible

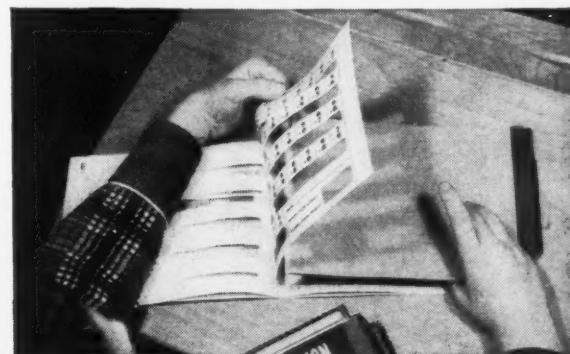


Number Practice books, 9x6½", have a full Magic Slate inside the back cover... They provide the intriguing fun of writing *without a pencil* (Use pointed "stylus"). Erasing is fun, too. Lift the double films and all the child's answers disappear instantly... "by Magic!" Inside the bright 4-color covers (below) are hinged 4 tough sheets (like a manila file folder). Here are printed the *Arithmetic Facts*. A large opening is provided to write in each answer. The Magic Slate swings underneath any one of

"**W**e are using these new colorful arithmetic aids to master the basic arithmetic facts in addition, subtraction, multiplication and division.

"The children find learning arithmetic is fun. They grasp the theory of arithmetic but pupils always face the long hard task of mastering these facts so the response becomes *automatic*.

"These Magic Slate workbooks make the hard chore of memory drill easy. Pupils learn all the basic combinations quickly and with enjoyment. Even the slow learners picked up speed and comprehension without realizing it."



the 4 sheets. Children write the answer under each problem (through the opening) right on their Magic Slate. Books are corrected as usual, and there is an extra space for the number of right and wrong answers.

These fine books are only 25¢... and by repeated use with magic erasing their cost for each full use is under 1¢!

Strathmore Number Practice overcomes the drill problem in a new fun-way. It ALSO provides a full size Magic Slate to swing outside the front cover for ordinary writing, drawing or figuring!

NO MORE
"IRK" IN
NUMBER
WORK!



Send order form below for NEW MAGIC SLATE Number Practice

The STRATHMORE Co. DEPT. 966 AURORA, ILL.

Please ship immediately PREPAID:

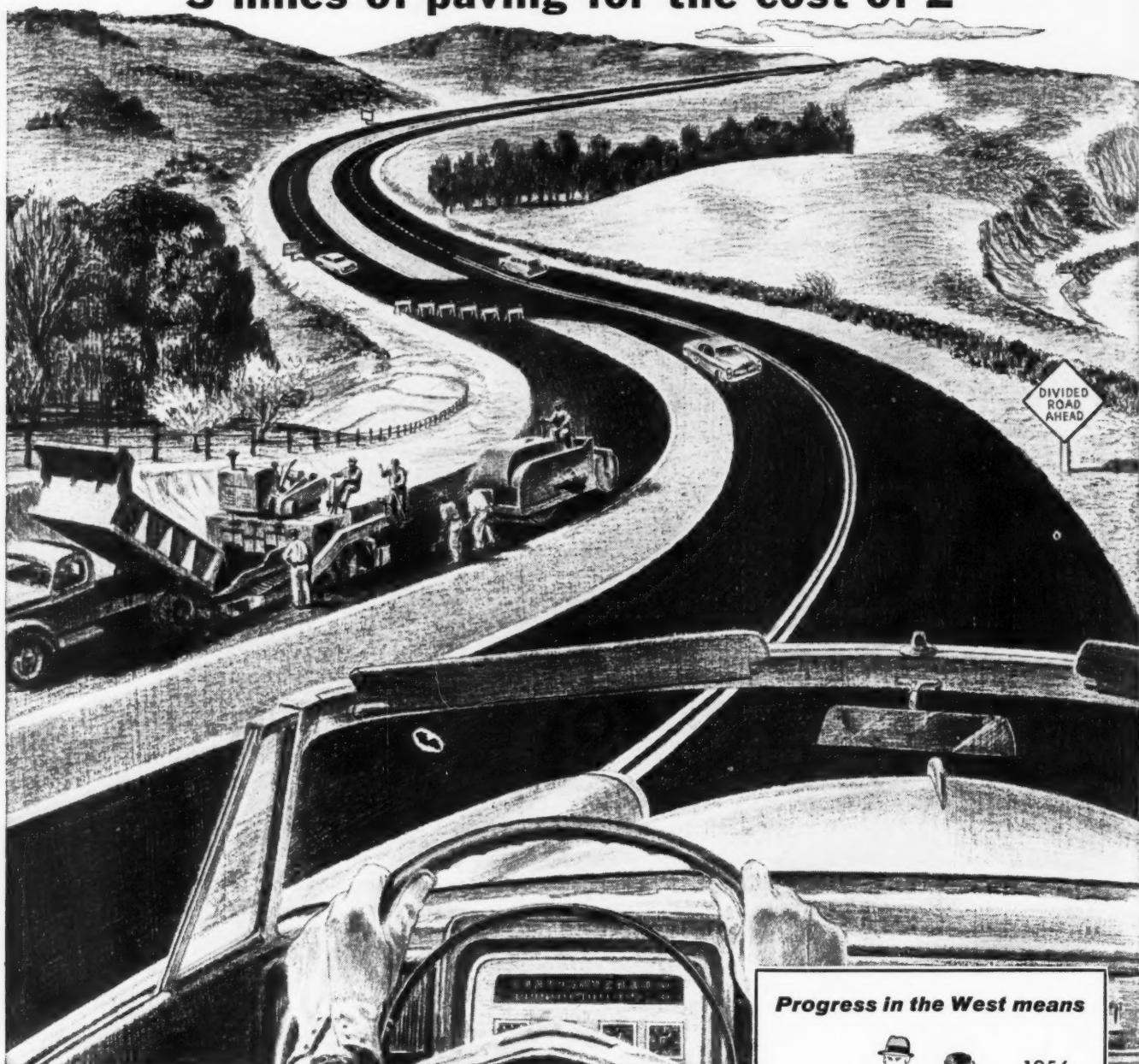
doz. Addition and Subtraction	\$
doz. Multiplication and Division	\$
doz. Fractions and Decimals	\$

Less than 1 doz. 25¢ each.
Discounts: 1 to 6 doz.—20% discount; 6 doz. to 12 doz.—25% discount; 1 gross to 5 gross, 30%; 5 gross or more, 35% (Ordering in doz. lots will facilitate handling)

\$ enclosed. Invoice the School. **SATISFACTION GUARANTEED**

NAME
SCHOOL
ADDRESS
CITY

Standard asphalt research helps bring taxpayers 3 miles of paving for the cost of 2



You are more comfortable, get there faster, when you drive on safe, modern roads of sturdy and resilient asphalt.

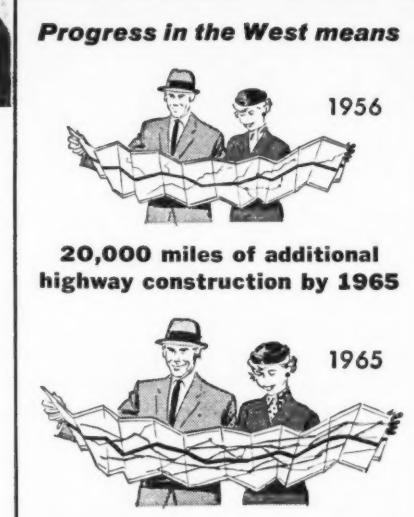
CROWDED HIGHWAYS waste motorists' time—and lives. To build more miles of better roads at lowest cost, highway engineers turned to asphalt paving for 85% of the nation's roads. They find asphalt costs 30 to 50% less than other pavements. It lasts longer, reduces headlight and sunlight glare, provides noiseless, comfortable driving. To help meet the nation's highway needs, Standard* has expanded its asphalt production across the country, now operates nine asphalt refineries.

Our scientists work with highway engineers on improved construction techniques which save millions of your tax dollars each year. This means more and better roads, to serve a nation on the move.

*through Standard's wholly-owned subsidiary, American Bitumuls & Asphalt Company



STANDARD OIL COMPANY OF CALIFORNIA
puts petroleum progress to work for you





More than 400 strong, California delegation is seated on stage of Portland Civic Auditorium, scene of NEA assemblies.

IMPROVEMENT and expansion of NEA services and leadership received careful and thorough study at the 94th annual convention of the National Education Association at Portland, Oregon, July 1-6.

To consider the program recommended by the board of directors, more than 3000 delegates met in some 350 circle groups, debated the details, and concluded (by vote of 83 per cent) that

it was "a good, practical program, about right in balance and emphasis."

Eleven per cent of the participants thought the program was not strong enough, "too limited for today's professional needs," three per cent thought it too ambitious, and three per cent were undecided.

The board had recommended that (1) the NEA launch a campaign for increased services in 1957 and (2) that

the services would be financed by annual dues for active members of \$10. This would double the present annual rate of \$5. A printed report outlined the seven areas of service in which NEA now engages and suggested how they may be expanded.

In checking areas of service most wanted, delegates listed their priorities in the following order: field service, legislation, lay relations, communica-

THE 'X' GOES HERE

and

GET INTO THE GAME

two NEW pamphlets in the

LIVING DEMOCRACY SERIES

These readable pamphlets help students start thinking for themselves about intelligent voting and the part that they can play in our country's political life

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The Civic Education Center
Tufts University
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THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES, NEA
1201 Sixteenth Street, N.W., Washington 6, D.C.

60c each

45c each for 12 or more

You may examine these pamphlets for 30 days without obligation

PALFREYS'

CALIFORNIA INLAY PUZZLE MAP



Designed by Melva Palfrey. Something new for Fourth Grade teachers. A sectional JIG-SAW Puzzle Map showing the special features of California. Price each \$4.50.

WHEN CALIFORNIA WAS YOUNG

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A complete history of California printed on a Fourth Grade Reading level with beautiful illustrations, and containing Radio Scripts. Price each book \$3.75.

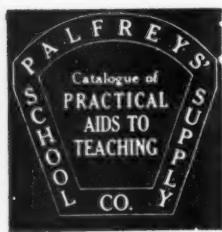
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tions, research, professional development and welfare, and instructional services.

Final action on the proposal to increase dues to \$10 will be taken at the Centennial Convention to be held in Philadelphia next summer.

Miss Shull Elected

Martha Shull, Portland English teacher, was elected president of NEA. During the past year she served as first vice president and for the preceding four years was a member of the association's executive committee. She has long been active in the Classroom Teachers Department and the NEA Commission on Teacher Education and Professional Standards.

New first vice president is Lyman V. Ginger, dean of adult and extension education at the University of Kentucky at Lexington. Neither Dr. Ginger nor Miss Shull had opposition.

Anna Irene Honored

Eleven honorary vice-presidents were elected from 16 candidates. Miss Anna Irene Jenkins of Los Angeles, who had attended 34 consecutive conventions, was honored with election. She was one of the pioneer teachers in kindergarten work.

Robert E. McKay, assistant executive secretary of CTA, was reelected president of the National School Public Relations Association. He spoke at a general session for the first annual presentation of School Bell Awards for "distinguished service in the interpretation of education."

Awards for 1955-56 included: the Associated Press for its 16-page school supplement distributed to member

newspapers in September, LOOK Magazine for its article "What Is A Teacher?" (February 1956), Westinghouse Broadcasting Company for its coverage of the White House Conference, and the Columbia Broadcasting System for the Edward R. Murrow-Fred W. Friendly "See It Now" television production of "Ballots at Bear Creek" (November 1955).

Ethel Percy Andrus of Ojai, Ventura county, was reelected president of the National Retired Teachers Association.

One of the best speeches was brought by Dr. Lee A. DuBridge, president of California Institute of Technology at Pasadena. (Journal readers will remember that Dr. DuBridge's life story was featured in the February edition.) Speaking on "Science, the Endless Adventure," the following is a brief extract of his message:

"The making of a future scientist or the making of the future intelligent citizen begins in the fifth grade or before and continues at all levels through the university graduate school. Except for a very few unusual individuals, scientists and engineers are made, not born. Interest and facility in mathematics and science are created by fine teaching; by intelligent, sympathetic interest in the individual; by the uncovering and stimulating of exceptional talent; by making the subject-matter exciting rather than dull."

Excellent Speakers

Other convention speakers included Bishop Gerald Kennedy of the Methodist church, Los Angeles (Christ and Wisdom); Eric Johnston, president of the Motion Picture Association of America (Be Proud to Teach—But Pride Is



Here are about half of the California delegates to the NEA convention who signed up as NEA Life Members. By July 6, 161 more Californians had become wearers of the Blue Ribbon.

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NEA PRESIDENT MARTHA SHULL of Portland meets leaders of the California delegation. Left to right, Jack Rees, Hazel Blanchard, Miss Shull, Mary Jo Tregilgas, and John Palmer. Mr. Rees is CTA president and the other three Californians are NEA Directors from this state.

Not Enough); S. M. Brownell, U.S. Commissioner of Education; and Mrs. Rollin Brown of Los Angeles, president of the National Congress of Parents and Teachers. Retiring president John Lester Buford spoke eloquently on the convention theme "Proud to Teach," challenging teachers everywhere to raise their own opinions of the profession.

The annual report of William G. Carr, NEA executive secretary, included some of the significant achievements toward which the NEA had contributed during the current year. Among these were the White House Conference on Education and the increased use of channels of communication for informing the public about school problems.

Kelley Bill Defeated

On July 6 the House of Representatives took the last of four roll call votes to defeat the Kelley school construction bill (HR 7535) by a vote of 224 to 194. Both Executive Secretary Carr and James L. McCaskill, secretary of the NEA Legislative Commission, spoke to the general assembly on the implications of the major national set-back for the schools. "We have just begun to fight," said Irving F. Pearson of Illinois, newly-elected chairman of the commission. "We may have lost a skirmish but victory can yet be ours. We plan for action in the 85th Congress." Observers agreed that political and emotional considerations imposed by the Powell amendment (to withhold funds from states operating racially segregated schools) caused a House coalition to destroy the Kelley Bill.

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Here is an exciting project which your class may enjoy doing—and fits in with both nature and conservation studies

More that girls and boys know about the outdoors, more their nature lessons hold for them. Take trees—more acquaintance they have with any tree, increases interest in other trees.

Your class could adopt any little scrubby tree which with care could become thrifty. Or choose tree for its history or because tallest, oldest, or oddest in neighborhood.

Now begins work of groups within class to report on the kind of a tree it is, its use, its age, longevity—enemies—bird friends, its care, etc.

Individual scrap books, kept for school year add interest. Into it go snapshots, art work, clippings from magazines, "themes", poems, stories—seedlings and pressed leaves.

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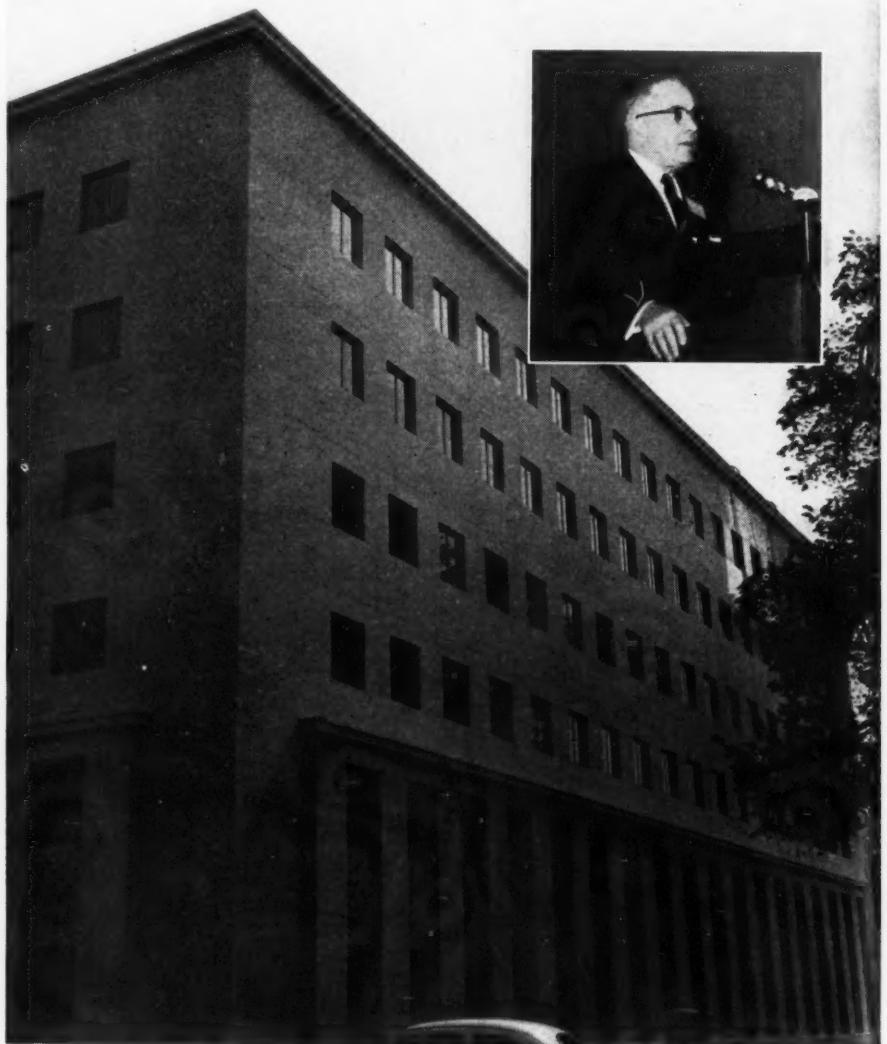
The Education Code of California places major responsibility on the State Department of Education, an official arm of government. Here is a brief outline of Department organization, which should be understood by every teacher:

The State Department of Education

WITH more than 5,000 employees and a current fiscal budget of \$50,402,000, the California State Department of Education is a multi-purposed public agency directly and indirectly af-

fecting every school district, administrator, teacher and pupil in California.

Its extensive activities include operating elementary laboratory schools, ten



The modern utilitarian Education Building at 721 Capitol Avenue, Sacramento, was dedicated three years ago. Inset shows Roy E. Simpson, superintendent of public instruction, addressing a recent meeting of the State Council of Education.

state colleges, schools for handicapped children, a maritime academy, vocational rehabilitation service centers, a great state library, and a trucking service. Perhaps its most important functions are the consultative, coordinative, and directional services to local schools.

The sizable budget item mentioned above does not include proposed expenditures this year for school support, teacher retirement, school construction, debt service, and miscellaneous educational services—which amount to a whopping total of \$626,487,000. Total proposed expenditures for public education in California this year will be \$676,889,000, the largest single item in the state budget. *Education IS big business.*

The voters elect the Superintendent of Public Instruction, who also serves as director of the State Department of Education. Dr. Roy E. Simpson, formerly school superintendent at South Pasadena, is now serving his eleventh year in that office. Center of his wide jurisdiction is a paneled office on the top floor of a three-year-old modern building at 721 Capitol Avenue, Sacramento 14.

The governor-appointed ten-man State Board of Education holds extensive policy-making power but has a curious relationship to the elected Superintendent, who serves as its executive officer. William L. Blair, liberal-minded editor of the Pasadena Star-News, is president of the board.

The Department is divided into seven divisions, which in turn are subdivided into bureaus or units. Organization also includes two commissions and the state teachers' retirement system, all located under one roof.

The Division of Instruction is responsible for consultative and advisory services to the schools. Titles of its eleven sub-units are clues to principal areas of responsibility. Recognizing the need for specialists in specific educational problems, the Department created bureaus in audio-visual, special education, physical and health education, and recreation and guidance to offer leadership in developing and improving these vital areas.

The Bureau of Adult Education not only assists in the development of adult, continuation, and parent education courses, but is also charged with survey of adult classes for state financial help.

The Vocational Education section renders direct leadership and supervision to individual schools. It operates

under a tripartite agreement based on a cooperative plan between the local school district, the state department of education, and the U.S. Office of Education.

Equally essential administrative and financial aspects of the public schools are the responsibility of the Division of Public School Administration. School Planning gives advice on construction and district organization. The Bureau of School District Organization is concerned with unification and other reorganization problems.

Cutting the financial pie is the task

of the Bureau of School Apportionments and Reports. It also develops the school accounting manual and accounts for the County School Service Fund.

Acquisition and distribution of federal property and food declared surplus are duties of the Surplus Property Unit's district offices. Professional nutritionists from this unit provide technical assistance to school cafeterias.

Production of bulletins and publications written by Department personnel is reviewed and coordinated by the Bureau of Textbooks and Publications.

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Phonics

HAPPY TIMES WITH SOUNDS (*Thompson*)—Grades 1,2,3.

Three separate books—one for each grade.

PHONICS IN ACTION (*Thompson*)—The fourth book in the series, usable in Grades 4, 5, or 6.

Numbers

HAPPY TIMES WITH NUMBERS (*Fershing*)—Grades 1 and 2.

Readiness workbooks with lots of arithmetic practice material.

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EXPLORING SCIENCE (*Thurber*)—Grades 1,2,3,4,5,6.

These are 'doing' books and not science readers.

Geography

OUR WORLD AND ITS PEOPLES (*Heine and Kolevzon*)

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This group also administers the free textbook adoption system and the storage and distribution of these books.

An official mandate for the state colleges has been interpreted to include not only teacher education but also specialized curricula in agriculture, engineering, arts and science, and nautical science. The broad objectives defined by law have become a responsibility of the Division of State Colleges and Teacher Education.

The task of evaluating transcripts of potential teachers and issuing credentials to applicants for positions is assigned to the Credentials Unit. This unit also helps develop teacher education programs in California's public colleges and universities.

Because it is not economically feasible for many communities to offer educational facilities for certain types of physically handicapped children, the state operates special schools for the deaf, blind, and cerebral palsied students. In addition, the Division of Special Schools and Services assists physically handicapped adults to prepare for employment.

Research, accounting, and personnel offices are centralized in the Division of Departmental Administration.

Although the State Librarian is appointed by the governor, the Division of Libraries is set up as a subdivision of the Department of Education. The library, located next to the State Capitol, provides references and information for legislators, agencies and employees. Its tremendous resources in government, law, periodicals and California history provide a call-point for more limited local libraries.

More detailed information on the organization of the State Department of Education and its current supervisory personnel is available in annual directories published by the Department.

The monumental task of the Department may be measured in terms of California's population expansion. As our numbers increase the size of the Department's responsibility will grow.

Traditionally, the staffs of the State Department of Education and the California Teachers Association work in close cooperation. It should be remembered, however, that the Department is an official body regulated by law and the Association is a non-profit corporation of voluntary membership operating under independent professional direction.

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Special Services . . .

(Continued from page 32)

pay. It is coordinated with sick leave, paying at the rate of \$10 a day to those who have less than 15 days of accumulated leave, ranging to \$15 a day for those who have more than 45 days of leave. At a cost of \$18 a year, a member may have indemnity protection for up to two years of disability.

Washington National Insurance Company underwrites the plan, which must enroll at least 50 per cent of a chartered association's members. In operation just a year this month, it was expected enrollment will reach 8000 members, with more than 100 chartered chapters participating.

Two plans which have been under study by the CTA Advisory Insurance Panel for more than a year are major medical coverage and group life insurance. It is expected that specifications will be accepted and announced before the end of this year.

The State CTA office clears an arrangement with Hotel Service Bureau to provide a purchasing service for members in the northern part of the state. About 8000 members are enrolled in the plan, on which there is no fee, entitling them to purchase a wide range of items from San Francisco stores at substantial discount.

Placement Is Professional

The teacher placement service operated by the State CTA office provides

professional service at a minimum charge. Last year 581 candidates were placed in positions by this office. Currently more than 2000 candidates are registered. Proper handling of interviews and confidential papers has increased the number of commendatory letters directed to the Placement Service by teachers and school administrators.

In addition to the money-saving services suggested above, some of the CTA Sections offer additional special services. Southern Section, for instance, has a purchasing service with 178 Los Angeles merchants offering price considerations. The \$2 annual subscription fee is offset by savings of several hundred dollars a year in some cases. The complete services of a travel agency are also available at the Sixth Street headquarters.

Kern County School Employees Federal Credit Union is typical of several localized units which provide dividends on savings, loans at low interest rates, and insurance protection. Service here is extended to six counties of San Joaquin valley. Information may be obtained from Lester Engelson, president (an East Bakersfield high school teacher), 2815 H Street, Bakersfield.

Dr. Frank Parr, assistant executive secretary, directs CTA Special Services and Placement. His office is on the fourth floor at 693 Sutter Street, San Francisco, and his phone number is PROspect 6-4110.

Publications Will Help

*Many booklets available on aspects
of CTA professional program*

FOR your information and guidance, California Teachers Association has published scores of booklets, brochures, forms, placards, folders, displays, and other publications to aid you in professional growth and understanding.

Many of the printed, offset, and mimeographed forms are free for the asking (to members only). All have been mentioned in *CTA Journal* as they became available. Larger specialized booklets and bulletins carry a cost price in the list below, with discounts for quantities. All are stocked for imme-

diate delivery from CTA's state headquarters in San Francisco.

Only major items are listed below, grouped under special headings.

Organization

BY-LAWS AND ARTICLES OF INCORPORATION of CTA, 4x9, 29 pp, 1949.

STANDING RULES, CTA, 5½x8½, 11 pp, Rev 1952.

FIELD SERVICE—Its Functions and Guiding Policies, 5½x8½, 6 pp, 1954

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Education in California
by Roy W. Cloud

The story of the first hundred years of public education in California is told in meticulous detail by the late former executive secretary of CTA. This hard-bound 292-page book was published by CTA in 1952 and it has proved to be an indispensable reference work for all educational leaders.

California Teachers Association
693 Sutter St., San Francisco 2

Send me Roy W. Cloud's *Education in California*. Find enclosed check/money order for \$6.18. (Including 3% California sales tax).

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IN THIS WE AGREE, folder. Relationships between administration and teacher associations.

AFFILIATED EDUCATIONAL ORGANIZATIONS, 5½x8½, 50 pp., 1954. Description of CTA's affiliated organizations.

Local Associations

FREEWAYS TO FRIENDSHIPS, 5½x8½, 54 pp., Rev 1955, 25c. A guide for school public relations committees.

AT YOUR SERVICE, 5x7, 62 pp., 1951, 25c. A guide for local inservice education programs.

A HOPE FOR THE BRAVE, 5x7½, 36 pp., 1953, 25c. A guide for local international relations committees.

ON YOUTH'S BEHALF, 5½x8½, 40 pp., 1955, 35c. A guide for youth activities and welfare committees.

PUSHBUTTONS FOR PRESIDENTS, 5x8, 64 pp., 1953, 25c. An agenda for action and guidebook for local teacher club presidents.

CO-OPER-ACTION, 5½x8½, 64 pp., Rev 1955, 25c. A guide for teacher association professional relations committees.

Tenure

TENURE, 8½x11, 74 pp., 1953, 25c. Mimeographed handbook on tenure in California. See also (free) *Tenure, An Improvement and a Threat*, 16 pp mimeo., 1955, and *Tenure, General Provisions*, 4 pp mimeo., 1953. VALUES TO LIVE BY, 5½x8½, 40 pp., 1956, 25c. A guide to interest groups on moral and spiritual values in the schools. See also *KIT* of six publications including *Values*, for local associations.

Retirement

TEACHERS' RETIREMENT, 5½x8½, 12 pp., 1956, 10c. Statement of changes in the law effective July 1, 1956. See also reprints (free) from *CTA Journal* for April 1956 and folder prepared for Los Angeles teachers.

Salaries

SALARY POLICY, 5½x8½, 16 pp., 1953. A statement by the salary committee of CTA.

THE SCHOOL DISTRICT BUDGET, 8½x11, 30 pp., 1955, 15c. Reprint of articles published in *CTA Journal* on school financing by CTA Research Dept.

CALIFORNIA TEACHERS' SALARIES, 1955-56, CTA Research Bulletin No. 89, 8½x11, 70 pp., 1956, \$1. Annual review of salary situation.

PROFESSIONAL SALARIES FOR TEACHERS, 8½x11, 62 pp., 1956, 50c. CTA Research Bulletin No. 86, a *must* for salary committees and board members.

PAY WINDOWS FOR THE PROFESSION, 5½x8½, 56 pp., 1955, 40c. A handbook for local association salary committees.

Ethics, Personnel

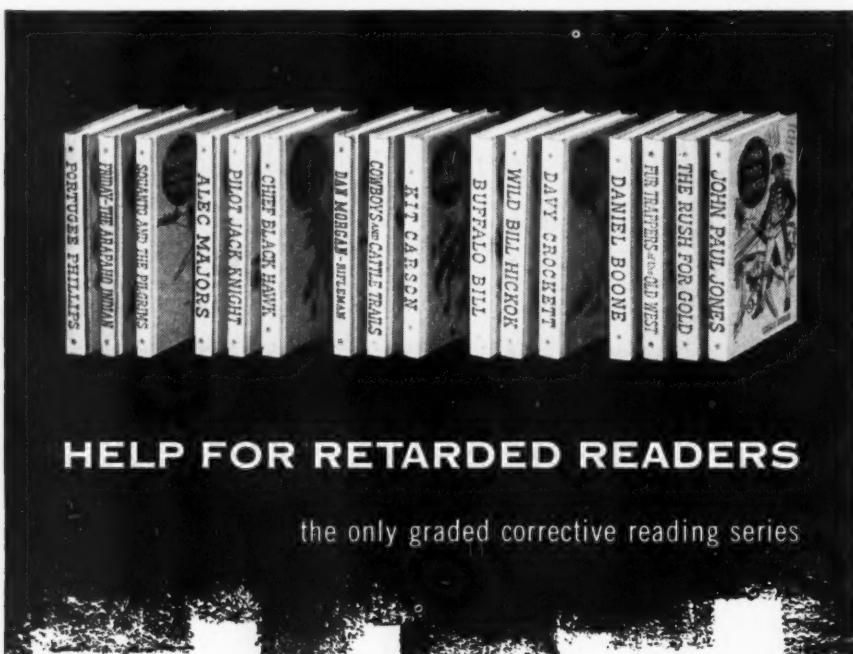
CODE OF ETHICS for California Teachers, 8½x11, suitable for framing.

THE TEACHER'S CODE, 5½x8½, 78 pp., 1955, 50c. A handbook on the code of ethics and its application.

SAMPLE PERSONNEL POLICIES, 8½x11, 64 pp., 1955, 25c. Third progress report of Joint Committee on Personnel Policies, with samples of forms and description of use.

Public Relations

TEXTBOOK SELECTION, 8½x11, 21 pp., 1955, mimeo. Typical procedures for selecting textbooks in California school districts. Bulletin No. 1 of CTA Public Relations Advisory Panel.



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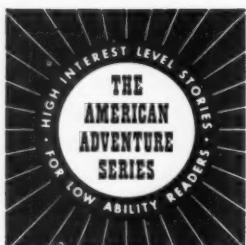
Teachers and authorities are enthusiastic about this highly practical, classroom-tested method for improving the reading ability of students—at both elementary and secondary school levels.

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CONTROVERSIAL ISSUES IN THE SCHOOLS, 8½x11, 13 pp, 1955. Some samples of teaching methods about subjects in controversy. PRAP No. 2.

HIGH SCHOOLS AND EMPLOYEES, 8½x11, 13 pp, 1956. Recommendations for improvement of relationships between education and business. PRAP No. 3.

THE PUBLIC AND THE 3 R'S, 8½x11, 5 pp, 1956. Results of a study of attitudes in a typical California city.

HERITAGE OF FREEDOM, 8½x11, 16 pp, 4 color litho., 25c. Excellent pamphlet on democracy and citizenship.

Professional Standards

MEASURE OF A GOOD TEACHER, 5½x8½, 28 pp, 1952. Monograph by Dr. Lucien Kinney on teacher evaluation, widely used and quoted.

CAREERS IN EDUCATION, 5½x8½, 72 pp, 1954. 35c. A guide to a study of the profession, aimed for high school and junior college youth. An excellent recruitment aid.

ABOUT YOUR PROFESSIONAL ORGANIZATION, 5½x8½, 24 pp, 1956. CSTA guide to organization and purpose.

"WE HOLD THESE TRUTHS . . .", 5½x8½, 16 pp, 1955. The first broad statement of teaching principles by CTA's Commission on Educational Policy.

Growth Is Our Most Important Problem . . .

(Continued from page 7)

year old group in New York State decreased approximately one per cent. The importance of migration even at the 5 to 9 year age level is shown by the 1950 census figures which indicate that one out of every four of the 5 to 9 year olds in California were born outside of California. In 1950 there were 288 children of school age (that is, 5 to 17 years) per thousand persons aged 20 to 64 in California. By 1960 this ratio is expected to be approximately 400 children, age 5-17 years, per thousand adults, age 20 to 64 years.

Another important factor which should not be overlooked in the consideration of the population problem is the increased holding power of the schools. Looking at the picture from a national point of view, in 1923-24 for each thousand pupils in the fifth grade, 270 were graduated from grade 12 in the

high school in 1931. In 1950, in contrast, 505 of each thousand pupils enrolled in grade 5 in 1942-43 remained to graduate from high school.

California's population gains are being concentrated in the eight metropolitan areas with their 15 component counties. In the decade 1940-50, 82 per cent of the State's population growth was recorded in the metropolitan areas. In the past five years, this proportion has increased to 89 per cent. The fact that the people living in these urbanized areas on the whole are better educated and have a higher average income than the rest of the population has some very definite implications, particularly for the public schools. It is

reasonable to believe that parents' expectancy as to the level of education to be attained by their children will reflect to a considerable degree the presence of these two factors.

The challenge is with us. It will increase in intensity as times goes by. What can we do about these problems?

First, we can utilize our state resources to see that every child is furnished safe and adequate school housing. We have made considerable progress in this direction through state loans to needy school districts. The program has put roofs over a number of children who otherwise would not be housed in appropriate facilities. This money is not an outright gift. It is expected a major

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portion of this money will be paid back by the school districts over a long period of time. In November a bond election for 100 million dollars will be on the state ballot. This will augment the more than 500 million dollars made available to the school districts as of the present time. The bond program extends the credit of the State to school districts having limited financial resources.

Second, we need to expend all possible effort and intelligence in recruiting teachers for our schools. To recruit teachers, this profession must be made comparably attractive to the other professions and vocations with which it must compete in recruitment. In addition to the recruitment from the young men and women now in our institutions of higher learning, our teacher needs will more than likely require that this number be supplemented by people who are now trained and who are not now in the teaching field. We must secure competent teachers in sufficient numbers to have a competent teacher in every classroom in the State.

Third, in addition to school housing and the recruitment of competent personnel, our schools are faced with increasing, perplexing problems in the area of the financing of the current ex-

penses of the local district. As was indicated, the increase in pupil population has reduced the assessed valuation per pupil so that it becomes increasingly difficult for many local communities to support their educational programs. Pupil population appears to be separating from the financial areas of industry and commerce. Somehow support and the pupil customers must be brought together. Over one third of the school districts in California have voted to exceed the legal maximum tax rates in an attempt to provide an adequate educational program for their children. We have made considerable progress in this area since 1947 through the establishment of a program of equalized state financial support.

In California, district wealth varies anywhere from \$47 per child to \$880,000 per child. Two alternative ways appear in which equalization can be brought about. It can be done either through (1) an ad valorem tax, statewide, by which the wealth of some communities is used to aid the more impoverished communities, or (2) it can be brought about by equalized state support, using general state revenue for purposes of equalization. The second alternative has been the one which has

been adopted by the State of California.

State revenue is raised chiefly from the sales tax which is collected throughout the State. The State School Fund is derived from the State's General Fund. Approximately 20 per cent of the money transferred to the State School Fund is used for purposes of equalizing financial aid to the various districts of California. At the present time this amounts to approximately 85 million dollars per year. State revenue collected on a wide base instead of local property taxation becomes the major contributor to the equalization program.

A fourth solution to the population problem is to be found in the program for improving the organization of school districts. The formation of larger units of school organization will bring in larger tax bases to provide for more efficient and economical administration of the schools. Even more important, such reorganization should provide a more adequate and comprehensive school program for the boys and girls of the State. In most instances this will involve a vertical reorganization, bringing the entire school program from elementary through junior college into one central administration.

Of course, reorganization runs into

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difficulties. In some areas the geography and topography are such that it becomes quite a difficult task. An equally difficult deterrent to reorganization is the community pride in the local school and the attendant desire of the local community to retain its local school identity and authority. However, considerable progress is being made in the area of school district organization.

Reorganization has effected a reduction of almost 1,000 districts in the last fifteen years. The State Department is working diligently and conscientiously on trying to reduce the number of districts. This reduction, however, is being attempted within the framework of a democratic organization. The county organization committees are working with local communities to secure their acceptance of an adequate and efficient educational structure, rather than to resort to reorganization through legal compulsion. This process may be a little slower, but it is felt that vital community support is gained through this co-operative effort.

Perhaps the last point I wish to make is the most important one. Through the press, the radio and television, and public discussion groups, there is a growing consciousness and realization by the people of California of the immediacy and acuity of the challenge to public education brought about by the increase, the rapidity, and the mobility of population change in this State. We believe, as the people of California get to know the reality and the vital importance of this challenge to them as citizens, they will do something about it. In that public consciousness and acceptance of responsibility rest the real answer to this 1956 challenge.

Meet Our Staff . . .

(Continued from page 23)

operator. In those private offices are placement counselors: Mrs. Elizabeth Laurenson in charge of elementary and Winfield McNamee in charge of secondary. Mrs. Paralee Ward assists Dr. Parr in administrative placement and Miss Jeanne Caturegli is secretary in charge of the file room.

Commissions Have Secretaries

Now we move down to the third floor. Dr. Charles E. Hamilton, secretary of the Teacher Education Commission, has his office here. In addition to an active program requiring frequent contact with college and university personnel, Dr. Hamilton advises the California Student Teachers Association

and has an interest in statewide recruitment and credentialing problems.

The only other office occupied on this floor is labeled Personnel Standards Commission. Harry A. Fosdick is secretary of the commission. A public relations specialist, former newspaperman and former Field Service representative, Harry has received national recognition for his work in teacher ethics and personnel procedures.

Business Is Expanding

The Department of Business was centered this summer on the second

floor. Created late last year with Walter Maxwell appointed as director, the department handled the fast-growing volume of financial and business matters with which the Association is concerned. Miss Ruth Van Praagh is in charge of the Accounting section, supervising the work of five bookkeepers and clerks.

On this floor, too, are the Field Service offices and the office of Assistant Executive Secretary Robert E. McKay. Bob, as everybody in CTA knows, is our legislative advocate in Sacramento and has broad responsibility in public

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The world-famous **ENCYCLOPEDIA AMERICANA** in 30 great volumes believes that you would be interested in substantially increasing your personal income during your spare time, holidays and summer vacations by participating in a new nation-wide education program under the direction of the Parent and Teacher Division of the Encyclopedia Americana. This program meets the requirements of the Personnel Standards Commission of the C.T.A.

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Field Service Nerve-Center

In the corner suite of offices, formerly occupied by Bay Section staff, is the headquarters of CTA Field Service. Aggressive, hard-working Robert M. Rees, veteran field worker in Central Section, is the newly-established director. He coordinates the work of six field representatives who move constantly all over California. With him in the San Francisco office is Mark Erickson, field service representative newly introduced to the staff.

On the mezzanine floor, between ground level and second floor, is the work room of the Membership office, where mailing lists containing more than 100,000 names and addresses are maintained. Four full-time and two part-time employees work here under supervision of Mrs. Edith Fountain. The clatter of addressograph and graphotype machines mark this as a busy area the year around. Next door is the conference room used periodically for staff meetings and committee conferences.

Production Staff on Job

Office Services occupies the ground floor area and the basement. Miss Grayce Murray supervises a crew of ten people who handle incoming and outgoing mail and shipping, reception and telephone operation, varityping, presswork, mimeographing, typing, and bindery operations. This department produces many of the booklets published by CTA, as well as a tremendous volume of mimeograph material and other publications.

Our tour of the building has been so hasty we have not met more than half our staff employees nor have we paused to see work in process or projects under study. Nor have we met the five state staff people whose work centers at Southern Section headquarters or the field men working out of Fresno and Chico.

In midsummer the staff included 74 people and this number will probably be increased before the end of the year. Their product is essentially service, which cannot be readily measured by a tour through the headquarters. But the piles of mail, the bales of publications, the bulging files, and the crammed date-books give a suggestion of the great job being handled by the devoted servants of the teaching profession of California.

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33. *Nature Catalog*. Lists maps, charts, games, books, collecting equipment, and so on. Particularly devoted to western nature study. Ask for new free catalog No. 5. (Naturegraph Co.)

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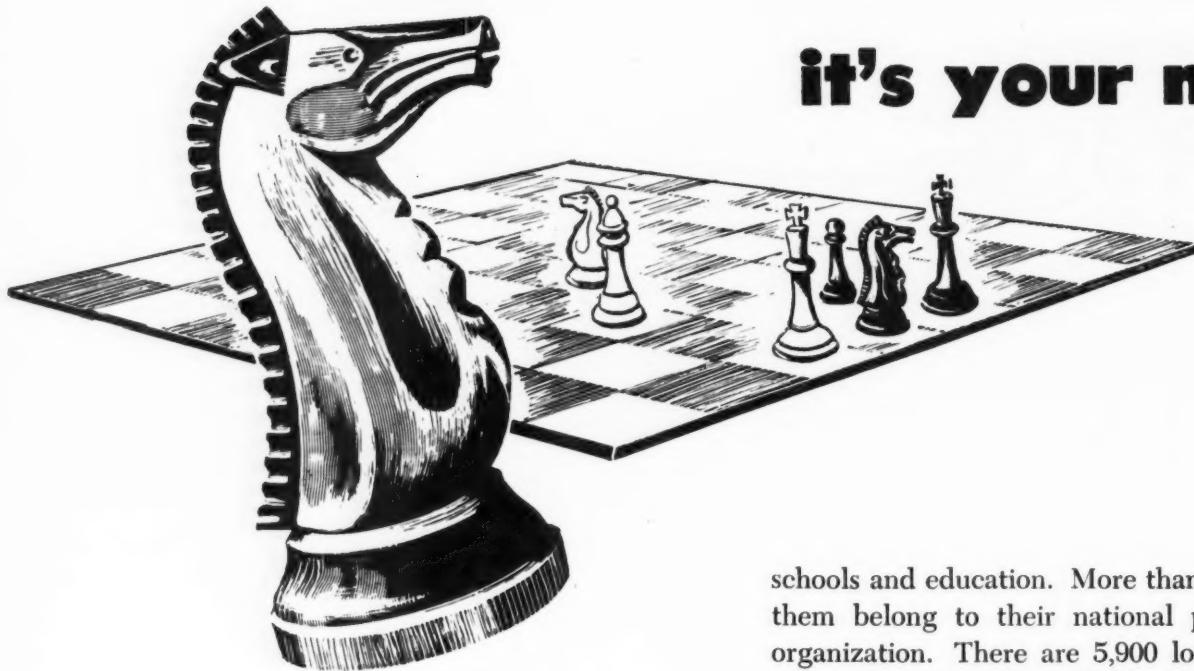
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Girls _____



"... we must never lose sight of the very heart of education: good teaching itself. . . . The quality of American teaching has never been better. But the rewards for too many teachers are not commensurate with their work and their role in American life."

This reference to the teacher was made in January 1956 by the President of the United States in a special message to the Congress. It expresses a view held by most citizens in high office and those who aspire to it.

Never in history has more attention been given by the **whole** American people to the teacher and the school.

Appraisals of teachers and schools come continuously to the citizenry by press, radio, and television—they appear in news stories, editorials, cartoons, and dramatic portrayals on the screen. Nearly 500 articles on education were published in lay magazines of national circulation during the school year that closed June, 1956. Most of them dealt with the problems of education intelligently and understandingly.

Teachers themselves are energetically at work in the renewed activities relating to

it's your move!

schools and education. More than 659,000 of them belong to their national professional organization. There are 5,900 local associations affiliated with the NEA. The combined membership of the state associations is 1,200,000. During the current year there were more conferences and workshops for the improvement of instruction than had been held any previous year. A record number of college graduates are ready to enter the classroom.

This is an exciting year for the teacher. Concern for education is on its highest plateau in American history. This, too, is a crisis. Not a threat, but a promise. There is, of course, much to do—construct school buildings, provide even more teachers, establish rewards for all teachers "commensurate with their work." But the whole American people are now working toward these goals. Teachers, themselves, **cannot fail**. They will not. If you have not yet joined NEA, CTA, and your local association. . . .

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CTA MEMBERS SAVE \$39* ON CAR INSURANCE IN APPROVED PLAN!

DOLLARS-AND-CENTS advantages of safe driving under the California Casualty-Teachers Automobile Insurance Plan are shown by these savings:

1) CTA members accident losses last year were again less than the overall average, so our initial discount remains 20 per cent!

NATIONWIDE CLAIMS AID. DAY-AND-NIGHT claims service is available from any point in the United States or Canada—you need only phone or wire collect to California Casualty. In California, fast local aid is provided by 37 claims offices.

You select repair shops. No claim release is required on car repairs. TOWING AND EMERGENCY ROADSIDE SERVICE may be added to standard coverages at small extra cost.



2) In addition, dividends at policy expiration are 20 per cent of discounted premium!

TOTAL SAVING is now more than 35 per cent of standard, or "Board," rates. Even members previously insured by "non-Board" companies at sub-standard rates are saving up to 20 per cent!

THE PEAK OF PROTECTION. This money-saving plan was approved by the California Teachers Association after thorough study of many plans and companies. It is underwritten by California Casualty Indemnity Exchange one of the nation's strongest companies. Policies are non-assessable. CTA has a representative on the underwriter's advisory board.

Upon retirement you may convert to California Casualty's regular plan at probable 25 per cent savings.

SEND NOW — DON'T WAIT!!!

CONVINCE YOURSELF that this plan is best for teachers. Compare costs based on estimates for your particular car. *No matter when your present policy expires, return the coupon immediately.*

IF YOU WANT A SPEAKER to explain the plan at one of your local association or faculty club meetings, just write or phone collect to either address or number printed below.

*Average saving at standard rates on policies expiring this month is \$38.64

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Teachers Name	Age	Birth Date	School Name	School City
Spouse's Name	Age	Birth Date	Spouse's Occupation	Employer
Residence Address: No. and Street	City			Home Phone No.

Data on OTHER drivers of THIS vehicle who are resident in household:

Name	Age	Birth Date	Check One	Relationship	Driving Status (Check One)
			Male <input type="checkbox"/>		Principal Driver <input type="checkbox"/>
			Female <input type="checkbox"/>		Occasional Driver <input type="checkbox"/>
			Male <input type="checkbox"/>		Principal Driver <input type="checkbox"/>
			Female <input type="checkbox"/>		Occasional Driver <input type="checkbox"/>

Car Year	Make	Model (Fleetline, Deluxe, etc.)	Body Type	Date Purch.	No. of Cyls.	Motor No.
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(If none, give serial or ID number)

Date Present Policy Expires Is there a loan on car? If "Yes," give name and address of bank or lending agency

If none, write "None" If "Yes," give number Is car also used in spouse's occupation? School Phone No.

Is car usually driven to work? _____ of miles ONE way _____ (Yes or No) (Yes or No) Most recent CTA No.

Do you own other cars? If "Yes," give company now insured by

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To quote the LOWEST RATES to which you are entitled we must have ALL data requested. FOR IMMEDIATE COVERAGE phone collect: S.F.—SUTTER 1-2600; L.A.—MADISON 6-1461.

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